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THE UNIVERSITY OF ALBERTA

PERCEPTIONS OF EFFECTIVENESS AND PRINCIPALS' JOB SATISFACTION IN JUNIOR HIGH SCHOOLS

BY

SRIPRAPA SROYPAN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1988

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ISBN 0-315-45481-4

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DEGREE: DOCTOR OF PHILOSOPHY

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled PERCEPTIONS OF EFFECTIVENESS AND PRINCIPALS' JOB SATISFACTION IN JUNIOR HIGH SCHOOLS submitted by SRIPRAPA SROYPAN in partial fulfillment of the requirement for the degree of DOCTOR OF PHILOSOPHY.

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ABSTRACT

The primary purpose of this descriptive study was to investigate the extent to which the job satisfaction of junior high school principals was related to perceptions of their effectiveness and their schools' effectiveness. Another purpose was to study the extent to which these three major variables were related to personal characteristics of principals and organizational characteristics of their schools. A third purpose was to examine the extent to which job facets, school aspects, and work aspects were associated with overall job satisfaction, overall school effectiveness, and overall effectiveness of principals.

Data were collected by means of (a) questionnaires completed by 89% of the 94 principals approached, and (b) by interviews with 10 principals. The data were analyzed using various descriptive statistical techniques and content analysis.

The findings indicated that direct relationships existed among the three overall variables. The strongest relationship was between overall school effectiveness and overall effectiveness of principals, and the least strong was between overall job satisfaction and overall effectiveness of principals. The three major variables were generally associated with selected organizational and personal characteristics. The highest mean scores for each of these major variables were obtained for schools of medium size.

The best predictor of overall job satisfaction was sense of accomplishment as an administrator, of overall school effectiveness was maintaining an appropriate school climate, and of effectiveness of principals was providing feedback to staff.

The most important criteria for assessing job satisfaction were perceived to be related to working relationships, staff performance, morale, and satisfaction, and the least important to social relationships and position. The most important criteria for assessing the effectiveness of junior high schools were perceived to be related to

school goals, expectations, climate, morale, satisfaction, and achievement, and the least important to the non-parent community. The criteria perceived as most important for assessing the effectiveness of principals were related to decision-making, communication, expectations, and staff, and the least important to the non-parent community.

Perceptions about school effectiveness were also obtained from area superintendents and teachers in junior high schools in Edmonton. Their perceptions were frequently different from those of the principals and each other.

ACKNOWLEDGEMENTS

I am greatly indebted to a number of people whose contribution, cooperation, and assistance made the research possible.

The Chairman of my supervisory committee, Dr. E. A. Holdaway, gave me a great deal of invaluable assistance, advice, and understanding. His patience, unfailing encouragement, and support throughout the development of the thesis is deeply appreciated.

I would like to acknowledge the valuable suggestions and advice offered by the committee members, Dr. R. G. McIntosh, Dr. J. Fris, and Dr. H. W. Hodysh. Special appreciation is also extended to Dr. S. W. Martin, who served as external examiner.

The junior high school principals, teachers, and area superintendents are extended special recognition for their participation in the study. The assistance provided by Mrs. C. Prokop with the computerized analysis of the data is recognized with many thanks.

To the Department of Educational Administration, I am very grateful for the financial support provided through graduate assistantships which made it possible for me to carry out the study.

I wish to express special gratitude to Dr. and Mrs. H. T. Coutts, my "Canadian parents," for their concern, kindness, and constant encouragement. I am also grateful to my Thai and Canadian friends especially Anan and Lily Kaewmongkol and May Smith, whose wonderful relationships always brought me joy and pleasure.

Finally, I wish to thank my husband, Luecha, for his love and understanding and also to my children, Natapoom and Rajaporn, for their wonderful companionship during my three years away from home.

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CHAPTER 1

OVERVIEW OF THE STUDY

The achievement of effectiveness and efficiency of organizations is a primary objective of administrators and practitioners. In the field of education, school effectiveness is a major concern of superintendents and principals. In attempting to increase effectiveness, the role of principals has become increasingly critical. As claimed by Calebrese (1986:272), "the ultimate responsibility for developing effective schools and implementing reform legislation rests with the principal." As a consequence, the principalship role has received a considerable amount of attention. Many studies on principals, as leaders of schools, have not only focused on traditional domains such as administrative skills, managerial skills, and leadership behavior, but also on their satisfaction in work-life. Also, obvious concern is shown in those studies in what action can be taken to provide a level of professional satisfaction to enable principals to function without the growing stress imposed by elements inside and outside their schools.

Considerable interest in the quality of work-life has been generated among educators in Alberta following the release of the report of the Government of Alberta Fact Finding Commission in 1980. According to the report (Kratzmann, Byrne, & Worth, 1980: 74), "employers should expect quality in the work-life of employees to result directly in heightened morale, satisfaction, and commitment eventuating in increased effort, effectiveness, and productivity." In addition, Floyd (1985:iii) noted that employees' satisfaction and the quality of working life are now also increasingly viewed as valued outcomes in their own right. Because of a more general concern for the quality of working life, Hoy and Miskel (1982:333) claim that the study of job satisfaction has intensified more recently. The concept of job satisfaction continues to

attract much interest, largely because of its importance for both individual and organizational effectiveness.

Consequently, the job satisfaction of both administrators and workers have been researched extensively. In education, several studies have examined the job satisfaction of both principals and teachers, but more research is needed.

Background to the Study

Although the concept of job satisfaction has been of great interest in education, most of the studies, according to Locke, Fitzpatrick, and White (1983), have been conducted in non-educational institutions such as those in industry. Hence, our knowledge of job satisfaction in educational settings has been critically limited. Furthermore, Friesen, Holdaway, and Rice (1981) and Bacharach and Mitchell (1983) have reported that in the field of education much more research has been directed at job satisfaction of teachers than at that of principals or other administrators. The lack of research in this area is surprising in view of the influential position held by principals in relation to their various publics and in view of the current issues confronting the principalship. Support for this view is found in the U.S. Senate Report on Equal Educational Opportunity (cited in Cooper, 1986:5) which stated that

> In many ways the school principal is the most important and influential individual in any school. He is the person responsible for all the activities that occur in and around the school building. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. He is the main link between the school and the community and the way he performs in that capacity largely determines the attitudes of students and parents about the school.

According to Tuttle and Hazel (1974), the job attitudes of key personnel in an organization, such as principals, not only influence their own behavior but also affect the attitudes and behavior of subordinates. For this reason, the overall satisfaction of principals with their job requires further research.

In relation to the literature on school effectiveness, considerable evidence shows that theorists and practitioners are concerned about measuring and improving the effectiveness of schools. The leadership of principals has been described by many writers as a major determinant of school effectiveness. For example, Hall and Rutherford (1983:55) stated that principals have responsibility in improving student achievement and "making the changes in their schools that make them more effective." Tanner (1976) also contended that the principalship is the key to school effectiveness or its lack. As a result, recent studies of the effective principal have identified what principals must do and how they must act in order to create an effective school. In studies of job satisfaction of school principals, attempts have been made to find the extent to which principals' job satisfaction and school effectiveness are related.

Some recent research (e.g., Gunn, 1984) has dealt with the job satisfaction of principals in senior high schools. Gunn's Alberta study investigated relationships among the principals' work satisfaction, their personal effectiveness, their influence, and overall school effectiveness. That study drew on the principals' own perception about effectiveness. In his findings, Gunn (1984:v) reported that job satisfaction of principals was directly related to their perceived overall school effectiveness, perceived overall leader effectiveness, and perceived overall level of influence. But Gunn's study was confined to senior high schools only.

On the other hand, Cuban (1984:132) remarked that with a few exceptions, effective school research has occurred in schools with lower elementary grades. He further stated that junior high schools are organizationally and culturally quite different from elementary schools. Thus, more research is needed on the effectiveness of junior high schools.

Junior high schools have unique characteristics in several areas, including the maturity and attitudes of students. The studies on junior high schools by Everhart (1983), Caissy (1985), and Harrison (1978) dealt with characteristics of the school,

student achievement, discipline problems, teaching program, and consultative practices. According to Caissy (1985:18), the students of this age group have an "inability to adjust mentally, socially, and physically to the process of growing up, which results in certain types of behavior, typically labelled as rebellious, defiant, inconsiderate, smart-mouthed, moody, irritable, changeable, impulsive, critical, and 'too big for their britches'." Caissy (1985) also noted that teachers who have taught at various educational levels consistently point to junior high schools as the most difficult in which to work, and teachers at this level generally experience the greatest amount of stress, burnout, and job dissatisfaction. The unique characteristics of junior high schools can affect the principals' satisfaction toward their job as well as the effectiveness of their schools. This additional research could provide information which can be used for comparison between the perceived job satisfaction of junior high school principals with that of the principals in elementary and senior high schools.

Purposes of the Study

This study had three primary purposes: (a) to examine the perceptions of junior high school principals in Alberta about their job satisfaction, (b) to investigate perceptions of effectiveness in junior high schools in Alberta, and (c) to explore the relationships among the satisfaction of junior high school principals and perceptions of the effectiveness of principals and junior high schools. The secondary purpose was to study the extent to which overall job satisfaction, school effectiveness, and effectiveness of principals were related to personal characteristics of principals and organizational characteristics of their schools. Another purpose was to examine the extent to which job facets, school aspects, and work aspects were associated with overall job satisfaction, overall school effectiveness, and overall effectiveness of principals.

In this study, job satisfaction was assessed by measuring both overall satisfaction and satisfaction with particular facets of the job. The relationships between satisfaction with selected facets and selected criteria of school and principal effectiveness were examined. In addition to principals' perceptions, area superintendents and teachers in the Edmonton Public and Separate School Districts assessed the effectiveness of the schools. The relationships among the effectiveness assessments of principals, area superintendents, and teachers were examined.

Significance of the Study

The significance of the study is discussed from the perspectives of theory and practice.

Theoretical Significance

In the studies of overall job satisfaction of principals and their satisfaction with various job facets, little attention has been directed to the principals' perceptions of their effectiveness as leaders and to their perceptions of their schools' effectiveness. This study was justified by the conclusions reached by many researchers; namely, that principals are key determiners of school effectiveness and that insufficient research has been conducted on principals.

The relationship between job satisfaction and productivity has been closely examined by several authors, especially Porter and Lawler (1976), Bean and Bradley (1986), and Ryan (1988). Generally, such authors conclude that an interactive relationship exists between these two variables, and that research examining the relationships between job satisfaction and other relevant variables should continue to be conducted.

Several reasons can be stated to justify consideration of the relationship between overall job satisfaction of principals and their perceptions of their schools' effectiveness. One is the notion that the leadership behavior of principals is a major

determinant of school effectiveness. Another reason is that the job attitude of the leader of an organization can affect attitudes and behavior of subordinates, which eventually can affect the degree of effectiveness of the organization. According to Gersten, Carnine, and Green (1982:44), numerous research studies have shown that the principal is the key to enduring, effective educational services. This placing of considerable responsibility on principals for the effectiveness of schools is a reason to ask how it affects their job satisfaction.

As already noted, earlier studies on the satisfaction of principals, e.g., Gunn (1984) and Schmidt (1976), have been conducted at the senior high school level but apparently not at the junior high school level. Junior high schools are obviously different from senior high schools in terms of such aspects as the maturity and attitudes of students, and specialization in subjects. Elkind (1983:2) concluded that junior high schools "present a world of peers who look, sound, dress and behave akin to the adult underworld." So, the satisfaction of principals of both levels might be considerably different. This study was expected not only to advance our theoretical knowledge but also to provide data which will allow comparison with data already available for senior high school principals. Furthermore, the study was expected to contribute knowledge to the relationship between school effectiveness and the satisfaction of principals.

Practical Significance

The role of school principals has been identified by recent writers as being central to school improvement. For example, Clark, Lotto, and Astuto (1984:42) have asserted that researchers in both the school effectiveness and school improvement traditions have emphasized the importance of leadership shown by school principals. However, the role of school principals has become more difficult. Not only are principals faced with demands to increase effectiveness, to make improvements, and to be more accountable, but they must also face continual changes. The values of the

community, students, and teachers are changing, new work procedures are being introduced (e.g., school-based budgeting), and new methods of student evaluation are mandated for all school levels in many school jurisdictions. Hence, the principal has been described by many writers as "the man in the middle." For example, Strother (1983:291) referred to the principal as the person who is caught between the central office and the school board, on the one hand, and between teachers and parents on the other. It is obvious that the role of the principal has been changing. According to Rallis and Highsmith (1986:302), principals before the 1950s concentrated their efforts on being the educational leaders of their buildings. During the 1950s and 1960s, as schools and school systems grew larger and more complex, the emphasis of administration shifted toward budget, personnel, and public relations. In the 1980s, principals have to play multiple roles. In the Saskatchewan Principalship Study (Ontario Institute for Studies in Education, 1986), opinions were sought from the community, educators, and principals themselves about the role of the principal. The following is representative of the various perceptions:

> A principal is the centre of the total function of the school community. Must gain the respect of the parents...politic them well.
>
> Principals should establish and maintain a good working atmosphere for job satisfaction and self development.
>
> Be an on-site manager.
>
> A principal should ideally be an excellent teacher with strong leadership skills.
>
> Organization for effective and efficient use of personnel and time.

Additionally, recent research and studies have emphasized the role of the principal as instructional leader. This role, even though regarded as most appropriate, can be difficult for the principal to play effectively. Rallis and Highsmith (1986:301) noted:

> Most principals hold degrees in administration, not advanced degrees in teaching or curriculum or philosophy of education. Thus most principals are trained as managers and are simply not prepared to meet the school's

needs for instructional leadership.

According to these expectations, they doubt that principals can succeed by trying to be all things to all people; "they are more apt to be worn out."

For the principals of the 1980s, changing roles, multiple expectations, varied responsibilities, and an increasing number of relationships directly affect their work. Studies of the satisfaction of principals provide an indication of their feelings about their work and about currrent problems encountered in their work environment.

The study was also expected to provide a better understanding of the role of junior high school principals particularly with respect to the perceptions of their schools' effectiveness. This information should be of value to persons who aspire to become junior high school principals as well as to those involved with the training, supervising, and counselling of educational personnel. School board members and central office administrators may use information on the impact of current experiences on principals' job satisfaction to modify policies and procedures. In addition, the study might provide information useful to those concerned with developing and providing training programs and in-service courses in educational administration.

Definitions of Terms

The following definitions of terms served as a basis for understanding concepts encountered throughout the study.

Job Satisfaction

Vroom's (1973:64) definition of job satisfaction--"a person's affective reactions to his total work role"--and the following definition by Locke (1976:1342) were chosen for this study:

> Job satisfaction may be viewed as the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values, providing these values are compatible with one's needs.

Facet Satisfaction

Facet satisfaction was defined by Lawler (1973:64) as "people's affective reactions to particular aspects of their job." Some facets or aspects of the job of principals include salary, working relationships with teachers, staff morale, relationships with the superintendent, and attitudes of parents toward the school.

Perception

Tajfel (1969:316-317) conceded his inability to distinguish "perception" from related but different activities such as "inferring, categorizing, or judging," all of which he saw as being on the same cognitive continuum. The definitional problem remains today, although there is, at least, some agreement about a general definition of perception. Litterer (1973:106), for example, stated that perception is "the understanding or view people have of things in the world around them." This definition by Litterer was used in this study.

School Effectiveness

School effectiveness is a multidimensional variable involving many criteria. It is defined by some authors in terms of goal achievement, additional desired outcomes, process, and organizational contexts. In this study, the early definition by Georgopoulos and Tannenbaum (1957:536-537) has been chosen since it reflects a more comprehensive view which embodies all the concepts: organizational effectiveness is "the extent to which any organization as a social system, given certain resources and means, fulfills its objectives without incapacitating its means and resources and without placing undue strain upon its members."

Leader Effectiveness

Burns (1978:19) defined leadership as "leaders inducing followers to act for certain goals that represent the values and the motivation--the wants and needs, the aspirations and expectations--of both leaders and followers." Leader effectiveness can be defined as the extent to which these functions are fulfilled.

Junior High School

In this study, "junior high school" refers to the schools which enrolled students in only Grades 7, 8, and 9 and offered a program of study authorized by the Alberta Department of Education.

Research Questions

The aim of the study was to obtain information relevant to specific questions which taken together addressed the purposes of the study as previously outlined. Also, these questions, as stated below, guided the development of the questionnaire, the analysis of the data, and the discussion of the findings. They were grouped into four specific areas: job satisfaction of principals, school effectiveness, effectiveness of principals, and principals' job satisfaction and school effectiveness.

1. Job satisfaction of principals

(a) To what extent are junior high school principals satisfied with facets of their job?

(b) What is the perception of junior high school principals concerning their overall job satisfaction?

(c) To what extent is overall job satisfaction related to organizational and personal characteristics of principals?

(d) Which facets are perceived as the most important for principals' satisfaction?

(e) Which job facets are the best predictors of overall job satisfaction?

2. School effectiveness

(a) What is the perception of junior high school principals about the effectiveness of their schools?

(b) Which criteria are perceived as the most important for assessing the effectiveness of junior high schools?

(c) To what extent is overall school effectiveness related to organizational and personal characteristics of principals?

(d) Which criteria do junior high school principals perceive as the best predictors of overall effectiveness of their schools?

(e) What are the major criteria identified by the three respondent groups for assessing junior high school effectiveness?

(f) What relationships exist among the ratings of effectiveness of junior high schools by area superintendents, teachers, and principals?

3. Effectiveness of principals

(a) What are the perceptions of junior high school principals about their own effectiveness as leaders?

(b) Which criteria are perceived as the most important for assessing the effectiveness of junior high school principals?

(c) To what extent is the overall effectiveness of principals related to their organizational and personal characteristics?

(d) Which criteria do junior high school principals perceive as the best predictors of their own effectiveness as leaders?

(e) To what extent is principals' effectiveness perceived to be important for the attainment of overall effectiveness in junior high schools?

4. Principals' job satisfaction and school effectiveness

(a) To what extent is satisfaction with selected facets of the job related to perceived school effectiveness?

(b) What relationships exist among the satisfaction of junior high school principals, perceived school effectiveness, and effectiveness of principals?

Assumptions

The following assumptions were made in this study:

(1) an individual's job satisfaction can be measured by means of a questionnaire;

(2) perceptions of school effectiveness and leader effectiveness of principals, teachers, and area superintendents can be measured by means of a questionnaire;

(3) some influence of non-job factors on satisfaction was excluded;

(4) principals, teachers, and area superintendents would provide accurate responses to the questionnaire;

(5) the respondents' ratings on the questionnaire would provide valid indicators of their job satisfaction and the role aspects being measured; and

(6) the rating scales being used to measure job satisfaction, perceptions of school effectiveness, and effectiveness of principals possessed interval properties.

Limitations and Delimitations

Limitations of the Study

The study was limited for three main reasons.

First, a limitation resided in the instrumentation being used in the study. A questionnaire is a convenient means of data collection, but its value is limited by the extent to which it can measure the variables being studied. The reliability and validity of the satisfaction questionnaire have been established previously (Gunn, 1984). The effectiveness questionnaire had been substantially revised since Gunn's study. The reliability and validity were assessed in a pilot study and in the main study. The final interviews of ten respondents were intended to overcome some of the limitations of using questionnaires to collect data.

Second, the study was limited because it was not longitudinal; the variables were not measured at different times for each respondent. The measurements were

restricted to a particular time in the school year and they may not be representative of other times. However, this limitation to a particular moment should not have affected the testing of relationships between variables because each variable was measured at the same moment.

Third, the study was limited to the perceptions the respondents had at the particular time of the study. Its accuracy and stability might not be representative of other times.

Delimitations of the Study

1. This study was delimited to the population of principals in "pure" junior high schools in Alberta.

2. The study was confined to the selected criteria derived from the literature and revealed during initial interviews as being the most significant for effectiveness in school organizations.

3. Findings from the initial interview data were used to guide the collection of further information and for revising the questionnaires before distribution.

4. The principals in the study cannot be regarded as being representative of junior high school principals in general.

5. The selection of ten principals for final interviews depended on consent, range of school types available, and geographical proximity to Edmonton. Consequently, the final interview data cannot be generalized beyond the schools concerned.

Organization of the Thesis

This first chapter has presented the background to the study, the purposes of the study, the research questions, and the significance of the study. In addition, definitions of terms, assumptions, limitations, and delimitations of the study were stated.

In Chapter 2, related literature is reviewed on the nature of job satisfaction, school effectiveness, and leader effectiveness. The chapter concludes with a review of literature pertaining to the relationship between job satisfaction and school effectiveness.

The research design and methodology are presented in Chapter 3. The development of the research instrument, data-collection procedures, and statistical techniques used to analyze the data are discussed.

The profile of the respondents is presented in Chapter 4. The personal, professional, and organizational characteristics of respondents are reported.

In Chapter 5, overall job satisfaction of junior high school principals is reported, and its relationships to organizational and personal characteristics are discussed.

Overall effectiveness of junior high schools and its relationship to organizational and personal characteristics of respondents are reported in Chapter 6, while, in Chapter 7, overall effectiveness of junior high school principals is provided. In this chapter the relationship between effectiveness of principals and organizational and personal characteristics of respondents is discussed.

In Chapter 8, the inter-relationships among job satisfaction, school effectiveness, and effectiveness of principals are presented and discussed.

Chapter 9 reports and discusses the school effectiveness assessments of principals, area superintendents, and junior high school teachers in Edmonton.

The summary, discussion, and implications of the study are presented in Chapter 10.

The Appendix contains questionnaires, request for endorsement by superintendents, covering letter to principals, follow-up letter and postcards, and interview schedule. Also, for the sake of convenience, the tables which occupy more than one page have been placed in the Appendix, along with three other tables.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter explores literature and research findings in the areas related to the main purpose of this study, namely job satisfaction, school effectiveness, and leader effectiveness. In the area of job satisfaction, the following sequence is presented: definitions of job satisfaction, theories of job satisfaction, selected factors affecting job satisfaction, and job satisfaction of school principals.

The reviews of the literature on school effectiveness and leader effectiveness are generally focused on the information needed to develop the instruments for assessing the perceptions of each variable. The relationships among the major variables based on some related studies are presented and are illustrated in a conceptual framework.

Job Satisfaction

Definitions of Job Satisfaction

Hoy and Miskel (1982:334) referred to the earliest definition of job satisfaction by Hoppock (1935) as "any combination of psychological, physiological, and environmental circumstances that cause a person to say that he/she is satisfied with his/her job." They maintained that this definition expresses a view that is still held today. Other definitions of the concept have been formulated. For example, Vroom (1973:64) defined job satisfaction as "a person's affective reactions to his total work role." According to Smith, Kendall, and Hulin (1969:6), job satisfaction was "the feelings a worker has about the job."

In addition to these simple and yet global definitions, Lawler and Hall (1970:311) stated that satisfaction "depends on the degree to which the job actually provides the autonomy and growth experiences the individual feels it should." From

this view, satisfaction occurs when a person perceives that the job provides the required opportunities for personal growth. Similarly, Salancik and Pfeffer (1977:428) asserted that job satisfaction results "from the correspondence between the needs of the individual and the characteristics of the job situation--jobs which fulfill a person's needs are satisfying, those that do not are not satisfying."

From these definitions, the job satisfaction of workers in any organization is conceived as an affective response to a job situation. Hoy and Miskel (1982:334) stated that in educational settings job satisfaction can be said to be "a present and past-oriented affective state that results when the educator evaluates his or her work role."

Locke (1976:1319) provided a typical example of an affective definition of job satisfaction:

> Job satisfaction may be viewed as the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values, providing these values are compatible with one's needs.

This definition was chosen for use in this study because it gives more insight into which job values and needs are seen as influencing the level of job satisfaction of individuals.

Theories of Job Satisfaction

According to Gunn and Holdaway (1986:44), the major job satisfaction theories have been developed from theories of work motivation which include need-fulfillment theory, expectancy theory, discrepancy theory, and equity theory.

In the need-fulfillment theory, job satisfaction is viewed as being determined by the extent to which the work environment provides for the fulfillment of the workers' needs. This approach is obvious in Maslow's (1943) need hierarchy theory and Herzberg's (1959) motivation-hygiene theory. In the former, the fulfillment of needs at certain levels can result in satisfaction and dissatisfaction felt by individuals. In the latter, satisfaction and dissatisfaction result from two separate and unrelated

causes--motivators and hygiene factors. According to Gunn (1984), both theories, despite much criticism, help us to understand causes of satisfaction and dissatisfaction. In other words, they have contributed to our knowledge and understanding of the nature of job satisfaction.

The discrepancy theories tend to emphasize the process by which satisfaction occurs. Lawler (1973:74) and Locke (1976:1304) maintained that the "perceived" discrepancy lies between what individuals perceive that they have received and what they feel they should receive. Satisfaction results when the perceived rewards or outcomes match or are greater than the feeling of what should be received. Dissatisfaction results when the perceived rewards are below the desired outcomes or rewards.

The equity theory, according to Lawler (1973), has contributed to knowledge about the sources of satisfaction and dissatisfaction. Lawler (1973:169) noted that, in this approach, satisfaction is determined by the perceived ratio of what people receive from their jobs relative to what they put into it and relative to a comparison of their outcomes and inputs.

All of the above theories have influenced the development of important theories of job satisfaction. For example, need-fulfillment theory, discrepancy theory, and equity theory have influenced the development of Lawler's (1973) model of facet satisfaction and Locke's (1969, 1976) value theory.

Lawler's model of facet satisfaction. Based on the belief that discrepancy theory and equity theory are the two strongest theoretical explanations of satisfaction, Lawler (1973:72) combined them to make a model of facet satisfaction. An important characteristic of this model is the distinction between facet satisfaction and overall job satisfaction. Lawler's model was meant to explain what determines individuals' satisfaction with any facet or aspect of their jobs.

Lawler (1973:77) noted that overall job satisfaction could be expressed as a sum or average of all the discrepancies determined by the model. Moreover, there is strong theoretical support for weighting facet satisfaction scores according to their degree of importance. He pointed out that some facets such as pay, work itself, and supervision seem to make a larger contribution to overall satisfaction than do others.

Locke's theory of job satisfaction. Holdaway (1978) pointed out that Locke's (1969,1976) theory has been called a value theory, an interactionist theory, and a value-percept discrepancy model. This theory was influenced by the theories of Maslow and Herzberg, but Locke distinguished between needs and values. According to Locke et al. (1983), values are what most immediately govern a person's choices, actions, and emotions. In their view needs are "objective" while values are "subjective." Needs are innate while values are sought to attain. In proposing his type of discrepancy theory, Locke (1976:1304) suggested that individuals have a "value hierarchy" in which their values are ranked as to importance.

The value-percept theory also proposes that job satisfaction is a function of both the discrepancy between perception and value, and the importance of the value to the individual. However, the theory simplifies the measurement of value importance by arguing that value importance is reflected by satisfaction ratings and should not be measured separately. The most important contribution of Locke's (1969) theory, according to Nhundu (1987:19), is probably in "its interactionist explanation of the causes of job satisfaction and the suggested method for predicting job satisfaction."

Selected Factors Which Affect Job Satisfaction

A number of studies on job satisfaction have been conducted in relation to personal and organizational factors. According to Bacharach and Mitchell (1983:102), recent studies have centered more on understanding organizational variables than personal factors because the former are considered by most researchers as more

important empirically in determining job satisfaction, and easier for management to manipulate than the latter.

Job satisfaction and personal characteristics. Personal characteristics that are commonly investigated in relation to job satisfaction include sex, age, marital status, number of children or dependents, and educational level. But the studies related to age have produced conflicting results. For example, Lofquist and Dawis (1969) asserted that employees will report an increase in job satisfaction as they become older. In his research conducted with school principals, Rice (1978) found that principals under 40 years were less satisfied than were principals in the older groups. These findings were later confirmed by Locke, Fitzpatrick, and White (1983:346) who reported that job satisfaction "increases linearly or curvilinearly with age and/or tenure."

On the other hand, a recent study with rural school teachers by Rottier, Kelly, and Tomhave (1983) revealed that older teachers were more dissatisfied with their work. However, Wiggins, Lederer, Salkowe, and Rys (1983:116) maintained that their study about vocational satisfaction of 247 American teachers showed "no significant correlation between age and the variable of job satisfaction."

A similar conclusion can be drawn regarding the relationship between sex and overall job satisfaction. Based on their study on sex differences in job satisfaction of workers, Smith et al. (1969) reported that females were slightly more satisfied with their pay, but less satisfied than the males with promotions, co-workers, and the work itself. Similarly, Holdaway (1978) noted in his study involving teachers in Alberta that female teachers generally were more satisfied than were males for doing the same work; Rottier et al. (1983) obtained a similar result. However, Korman (1971), Deaux (1974), and Chapman (1983), in their studies on male-female responses to job satisfaction, reported that sex had no significant association with overall job satisfaction. In support for these findings, Hill (1983:3) stated that "there was no

significant difference between academic women and men in overall satisfaction with work or in facet specific dimensions of job satisfaction."

Job satisfaction and organizational characteristics. Organization-bound factors, as classified by Locke (1976), include variables such as work, pay, organizational structure, promotion, supervision, co-workers, and organizational policies. Several research findings (e.g., Dessler, 1976 and Holdaway, 1978) revealed that the nature of the work done is an important factor in job satisfaction, as is the amount of work assigned to a worker. Their research showed that workers generally experience increased dissatisfaction with increasing workload.

Vroom (1964:15), by using the discrepancy model to study how job satisfaction was associated with pay, reported that satisfaction results when existing pay matches desired pay. Other factors such as technical supervision, interpersonal relationships, company policy and administration, working conditions, and job security were identified by Herzberg (1966:60) as causes of dissatisfaction.

Studies by Buchanan (1974), Van Maanen and Katz (1976), and Gunn (1984) showed that overall job satisfaction tended to increase with more administrative experience. For level of education, Korman (1971) and Lawler (1971) reported that people with more education have higher perceived inputs. When they perceived job possibilities as being equal, they will be more dissatisfied. However, Brown (1976) revealed that educational administrators with doctorates showed significantly greater satisfaction with their jobs than did those without doctorates. With respect to organizational size, Hassen (1976) found that smaller work units and organization tended to foster overall satisfaction of employees.

Job Satisfaction of School Principals

In his study of job satisfaction of school principals in Chicago, Schmidt (1976:81) found that recognition, achievement, and advancement are major forces in motivating the administrators to improve their performance. The findings also

indicated that administrators are motivated very little by salary, interpersonal relations, supervision, and policy and administration, and that these same factors are causes of dissatisfaction for the administrators. In a similar study, Brown (1976:49) found that educational administrators are motivated by high status and that advancement is evidently important to principals.

In research conducted with 410 school principals in Alberta, Rice (1978) found that relationships with teachers, responsibility and autonomy, and a sense of accomplishment were identified as sources of overall satisfaction of the principals. Meanwhile administration and policies, routine work, workload, societal attitudes towards education, and parental attitudes towards the school were personally selected as sources of overall dissatisfaction. However, the findings in Rice's study, according to Friesen, Holdaway, and Rice (1981:4), are not totally consistent with previous findings nor with theory of job satisfaction. The major disagreement is that interpersonal relationships were seen primarily as satisfiers by those principals, whereas in Herzberg's study these factors were a major source of dissatisfaction. Friesen et al. (1983:55) later concluded that the main sources of satisfaction of the principals in Rice's study appear to be intrinsic in nature (e.g., responsibility, autonomy, and recognition) as compared with the dissatisfiers which are mainly extrinsic.

Recent research conducted by Bacharach and Mitchell (1983) showed that supervision, bureaucratization, and decision-making power are positively related to dissatisfaction of educational administrators. Mixed support was obtained for the relationship between job dissatisfaction and district environment, work demands, and individual attributes.

Furthermore, research by Gunn (1984) on the satisfaction of 133 senior high school principals in Alberta revealed that sense of accomplishment was a dominant variable associated with overall satisfaction. This finding, according to Gunn and

Holdaway (1986:58), is consistent with Locke's generalization and the research of Iannone (1972), Schmidt (1976), and Rice (1978). In his study, Gunn (1984) concluded that sense of accomplishment of senior high school principals is strongly related to (a) recognition by others and (b) the attitudes (morale) and performance of teachers and students. Moreover, sense of accomplishment correlated highly with several criteria of school effectiveness and with the effectiveness of teachers and administrators in adapting to change.

School Effectiveness

In assessing school effectiveness, Miskel (1982:1) noted that very few educators have tried to formally define school effectiveness and to develop a conceptual framework for its assessment. Instead of designing models that are conceptually clear, those assessing school effectiveness have accumulated lists which derived from experience and tradition. As a result, they concluded that the "best indicators of school effectiveness are scores on standardized tests."

In addition, Gunn (1984:55) recommended that in measuring the effective schools in a more practical sense, a model of school effectiveness be designed "using dimensions and criteria from organizational theory in combination with the lists of criteria of effective schools used in practical settings." Thus, in this section, a conceptual framework for assessing organizational effectiveness is outlined; this is followed by discussion on school effectiveness in general and criteria for school effectiveness in particular.

Organizational Effectiveness

Organizational theorists have recently focused on the topic of organizational effectiveness. Despite numerous studies on this topic, Van de Ven and Ferry (1980), Ratsoy (1983), and Cameron and Whetten (1983) agreed that no one universal definition of organizational effectiveness is identified. According to them, different

writers conceptualize organizations differently, which results in many different perspectives on the nature of organizational effectiveness. Among the various perspectives, those proposed by Mott (1972) and Steers (1977) have become dominant in this field.

In explaining his theoretical approach, Mott (1972:17) defined organizational effectiveness as "the ability of an organization to mobilize its centers of power for action--production and adaption." His definition reflects three main criteria--productivity, adaptability, and flexibility. Steers (1977:3) used a goal optimization approach to define effectiveness in terms of "an organization's capacity to acquire and utilize its scarce and valued resources as expeditiously as possible in the pursuit of its operative and operational goals." Steers recognized that various constraints prevent goal maximization so that it is necessary to evaluate how feasible is the attainment of goals. Thus, in proposing his multidimensional approach, Steers (1977:7) suggested four general factors which he believed contribute to the ultimate success of an organization. Steers listed 29 indicators of organizational effectiveness under these four headings: (a) organizational characteristics, (b) environmental characteristics, (c) employee characteristics, and (d) managerial policies and practices.

According to both Mott and Steers, organizational effectiveness should be multidimensional and it should include two prominent dimensions--goals and systems dimensions. The underlying indicators of effectiveness are adaptability, productivity, performance, and those that measure how organizations meet the needs of its members. The multidimensional approach was regarded by Cameron and Whetten (1983:1) as having several advantages such as providing comprehensive variables and a variety of criteria for assessing organizational effectiveness.

This multidimensional approach to analyzing organizational effectiveness has been adapted in the studies on school effectiveness by some writers including Miskel (1982), Ratsoy (1983), and Hoy and Ferguson (1985). Miskel (1982), for example,

designed a model of school effectiveness by integrating the goals and systems approaches to organizational effectiveness. Miskel's work is recognized as a theoretical study of how organizational effectiveness models can be redesigned for schools.

Regarding the assessment dimensions, Lawler, Nadler, and Carmann (1980:10) defined organizational assessment as "the systematic measurement of organizational functioning from the perspective of the behavioral system." In this light, the identification of criteria of organizational effectiveness has been based on a theoretical construct of effectiveness. For example, the criteria identified by Lawler et al. (1980) constitute seven key measurement areas for assessing organizational effectiveness--tasks, individuals, groups, formal organizational arrangements, informal organizations, environments, and outputs. Other writers including Steers (1977) identified additional dimensions such as organizational climate, individual attachment, differentiation, integration, and inter-organizational interaction.

School Effectiveness

According to Cuban (1984:130), effective school research emerged as a reaction to the 1966 Coleman Report and "its progeny" which suggested that teachers and administrators have little effect on student achievement. So the initial purpose of effective school studies was to improve student academic performance. Those studies traditionally measured effectiveness in terms of performance on standardized tests in mathematics and reading.

Considerable research has been conducted to identify effective schools. Cuban (1984) noted that many methodologically identical studies have produced as many different definitions of effectiveness, upon which there is still no agreement. For example, Murphy and Walker (1986:76) defined an effective school as one that (a) maintains high levels of student achievement and (b) ensures that roughly equal percentages of high and low socio-economic students master basic skills and

expectations. According to Hall and Thomas (1986:401), effective schools are those that "support high achievement and high personal satisfaction--quality and productivity for both students and teachers." While Hall and Thomas (1986) related school effectiveness to productivity and quality, other writers such as Deal and Kennedy (1983) and Goodlad (1984) related it to a strong school culture or ethos, and satisfaction respectively. According to Goodlad (1984:31), "the composite satisfaction of principals, teachers, students, and parents constitutes a significant indication of a school's quality, including achievement." The assertion provided by Goodlad (1984) is pertinent to this study since effectiveness of a school is related to the degree of satisfaction expressed by students, parents, teachers, and administrators.

In the recent studies by Cohen (1982), Edmonds (1982), and McCormack et al. (1982), characteristics of effective schools are discussed with the underlying assumption being that high academic achievement is the indicator of school effectiveness. Gunn (1984:132) noted that, even in some studies which focus on factors other than academic achievement, criteria of effectiveness are discussed without formally defining effective schools. Later, the concept of effectiveness in those studies was criticized by Cuban (1984:132) as being too narrow: "Tied narrowly to test scores in lower-order math and reading skills, school effectiveness research and programs ignore many skills, habits, and attitudes beyond the reach of paper-and-pencil tests." In his view, there are other outcomes of schooling which are prized by educators and parents. Cuban (1984) identified some of these outcomes as "sharing, learning to make decisions, developing self-esteem, higher-order thinking skills, and a sense of aesthetic."

Also, from numerous studies on school effectiveness, various factors or variables that characterize effective schools have been generated. For example, Purkey and Smith (1983:435) grouped nine factors under Organizational Structure and four under Process Variables. The nine structural factors are as follows:

> (1) an emphasis on management at the school site; (2) strong instructional leadership; (3) staff stability; (4) agreement on goals; (5) school-wide staff development program; (6) informed and supportive parents; (7) school-wide recognition of academic success; (8) effective use of time; and (9) support and encouragement from the district's central office.
>
> The four process variables are as follows:
>
> (1) collaborative planning and collegial relationships; (2) a strong sense of community; (3) clear goals and high expectations; and (4) clear rules enforced fairly and consistently.

Purkey and Smith (1983:437) emphasized that the organizational/ structure variables and the process variables are interrelated and interdependent. Neither group of variables by itself is sufficient to describe an effective school. The work of Purkey and Smith was regarded by Rossmiller (1985:2) as the most comprehensive and critical in the studies of school effectiveness.

On the other hand, Murphy, Well, Hallinger, and Mitman (1985:370) divided their 14 school effectiveness variables into two categories--School Technology and Environment. They claimed that the two categories are "reciprocal, overlapping, and complementary." Of these variables, eight were identified by Murphy and Walker (1986:78) as being of particular importance. According to them, these eight factors have been shown "to provide an excellent starting point in building an effective school and evaluating a school's status." They are (a) high expectations, (b) safe and orderly environment, (c) clear academic mission and focus, (d) tightly coupled curriculum, (e) opportunity to learn, (f) direct instruction, (g) instructional leadership, and (h) frequent monitoring.

Among the characteristics identified in numerous studies on school effectiveness, Shoemaker and Fraser (1981) pointed out those which seemed to be common to most studies. They included (a) strong leadership by the principal or other staff, (b) high expectations by staff for students' academic achievement, (c) a clear set of goals and an emphasis for the school, (d) an effective staff development program,

(e) an orderly atmosphere conducive to learning, (f) emphasis on basic-skill acquisition, (g) a system for the frequent monitoring of student progress, and (h) collegial and collaborative relationships among staff.

On the other hand, Renihan, Renihan, and Waldron (1986:17) listed eight factors associated with school effectiveness which have consistently emerged from the literature. They are (a) leadership, (b) conscious attention to climate, (c) academic focus, (d) high expectations and appropriate standards for students, (e) student participation in decision-making, (f) sense of mission, (g) positive motivational strategies, and (h) feedback on academic performance. Renihan et al. (1986) noted that these factors have been expressed through a variety of rewording but "the essence seems to reduce to these eight basic ideas." This essence is evident in the research "What Works" by the U.S. Department of Education (1986, cited in Walberg, 1986:9), which stated that the most important characteristics of effective schools are "strong instructional leadership, a safe and orderly climate, schoolwide emphasis on basic skills, high teacher expectations for student achievement, and continuous assessment of pupil progress."

Similarly, Murphy et al. (1983:137), in their review of research on school effectiveness, stated that despite some variation in the actual wording, for the most part the following variables have been consistently related to school effectiveness:

> (1) strong administrative leadership, especially in the area of instruction and curriculum; (2) a safe and orderly environment; (3) a norm of academic press including high expectations for student performance and an emphasis on mastery of basic skills; (4) regular and systematic monitoring of student performance; (5) a systematic and broad-based reward system for students; and (6) strong community support.

From the lists of the above school characteristics, Duignan (1986:63) claimed that the school's culture and climate is probably the most commonly identified factor which is thought to influence effectiveness. The importance of school climate was confirmed by several writers including Purkey and Smith (1983), Tymko (1984),

MacKenzie (1983), and Murphy et al. (1985). For example, MacKenzie (1983:10) stated that the overall climate and atmosphere of the school "can be seen as a crucible for the personal efficacy of those who work there." In Tymko's (1984:7) view, an effective school's climate generally "consists of three conditions: an emphasis on academics, an orderly environment, and expectations for success." Murphy et al. (1985:365) indicated that schools with a positive climate for learning usually have a clearly defined mission and clearly stated goals and objectives. To conclude, Purkey and Smith (1983:440) stated that " a school culture, or more specifically its climate, seems to be the determining factor in its success or failure." However, Cuban (1983:134) argued that the concept of climate, despite its importance, varies with the researchers and practitioners using it.

Criteria for School Effectiveness

As already noted, Miskel's (1982:2) theoretical model of school effectiveness characterized both Mott's and Steers's approaches to organizational effectiveness. His integrated model consisted of goals and systems dimensions from the two approaches and additional four characteristics--a time dimension, different organizational levels, multiple constituencies, and multiple criteria. Miskel listed five or six indicators of effectiveness under each of his dimensions, making a total of twenty-one.

In developing an instrument to measure the effectiveness of senior high schools, Gunn (1984:85) combined Hersh's criteria of effective schools with some aspects of Miskel's model and some from organizational effectiveness literature as well. According to Gunn (1984:53), Hersh's approach was people-related, based on looking at what teachers, students, administrators, and parents do. Three of Hersh's criteria (cited from Gunn, 1984:52) are stated below:

> Schoolwide academic and social behavior goals are clearly established and understood by all.
>
> Teachers hold high expectations not only for students, but for themselves as well.

Parents and community members are encouraged to participate in and support school activities.

Other school effectiveness researchers whose works are influential in this field include Edmonds (1982) and Sirotnik and Oakes (1981). Edmonds's (1982:4) research attracted considerable attention for his characteristics of effectiveness although he used only test scores to indicate effectiveness. His criteria for effective schools included (a) the principal's leadership and attention to the quality of instruction, (b) a pervasive and broadly understood instructional focus, (c) an orderly, safe climate conducive to teaching and learning, (d) teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery, and (e) the use of measures of pupil achievement as the basis for program evaluation. Gunn (1984:53) observed that this approach was used with the underlying assumption that if schools are effective in all those areas, then achievement scores will be high.

Like Hersh's and Miskel's models, the approach designed by Sirotnik and Oakes (1981) is multidimensional. Their approach focused on four contextual domains--personal, instructional, institutional, and societal. In assessing school effectiveness, Sirotnik and Oakes (1981) gathered information from teachers, students, parents, and outside observers.

In a recent study on effectiveness of middle schools, discipline has emerged as an important factor. According to Henson (1986), the variables associated with effectiveness of middle schools were identified as student achievement, discipline problem, personal development of students, school learning climate, school spirit, faculty morale, and staff development. The contribution of discipline to school effectiveness was confirmed by Hindle (1987:1), who cited numerous writers (e.g., Cohen, 1982, Purkey and Smith, 1983, and Squires, Huitt, and Segars, 1981) who have produced evidence that order and discipline must be maintained if "effective learning is to take place in a school."

With regard to research on and practices in effective schools, Cuban (1984:133-151) identified six problems. The first problem involves the vague picture of effective schools--"no one seems to know what effective schools are exactly like." Second, there is no agreement on definitions of effectiveness. Third, the concept of effectiveness is too narrow in those studies. Fourth, research methodologies "leave much to be desired." Fifth, most research has been limited to elementary schools. The last problem is related to the role of district leadership. Cuban pointed out that researchers and practitioners implicitly ignore the "pivotal role" of school boards and superintendents in school operation and, as a result, the broader perspective of district administrators is often missing from the analyses of effective schools.

Leader Effectiveness

In this section, the review of literature is presented in this sequence--the concept of leadership, effective leadership, functions of leadership, and principals as effective leaders.

The Concept of Leadership

Stogdill (1974:7-12) noted that " there are almost as many definitions of leadership as there are persons who have attempted to define the concept." For example, Dubin (cited in Fiedler and Chemers, 1974:3) stated that leadership is the exercise of authority and the making of decisions, while Knickerbocker (cited in Stogdill, 1974:8) viewed leadership as a function of needs existing within a given situation, consisting of a relationship between an individual and a group. Stogdill (1974:10) concluded that a number of theorists have defined leadership "in terms of its instrumental value for accomplishment of group goals and satisfaction of needs." This notion is obvious in Burns's (1978:18) definition which referred to leadership as "leaders inducing followers to act for certain goals that represent the values and the

motivations--the wants and needs, the aspirations and expectations of both leaders and followers."

With respect to the nature of leadership, Cawelti (1979:374) observed that theorists over the last two decades have stressed the importance of leadership style and leadership behavior. According to Cawelti, the most appropriate style tends to demonstrate equal concern for people and production, or initiating structure and consideration behavior as was proposed in the Ohio State University studies. He further commented that, among the leader behavior models, those provided by Fiedler (1967), Reddin (1970), and Hersey and Blanchard (1977) seemed outstanding. Cawelti (1979:374) stated:

> Fiedler has demonstrated that goal complexity is an important style determinant, as has Reddin in analyzing the technology of the work itself. Hersey and Blanchard's situational model suggested that the maturity level of a group is the most important factor in selecting the appropriate leadership style for a given task.

Similarly, Hoy and Miskel (1982:177) in their review of research on leader behavior, reported that research conducted in the second half of the century no longer focused on "traits" because trait theories were found to contribute little to the understanding of leadership. Instead, researchers turned to "identification of the situational conditions or contingencies. . . ." The most noted of those studies are the Ohio State University Leadership studies, the Contingency Theory (Fiedler, 1967), and the Path-Goal Theory (House, 1971). These theories, according to Bass (1981) and Rutherford, Hord, and Huling (1983), have contributed considerably to the studies of leader effectiveness.

Leader Effectiveness

An initial study by Hemphill (1956:65-66) suggested that effective and successful leadership is related to group needs and goals. According to Fiedler (1967:181), "a leader is effective to the extent that his group is productive or achieves its assigned goals." However, Hersey and Blanchard (1977) claimed that there is no

normative style of leadership regarding what a leader should do to be effective. In their view, successful leaders are those who can adapt their behavior to meet the needs of their followers and the particular situations. They emphasized that effectiveness depends upon the leader, the followers, and other situational elements.

In addition, Fiedler's "contingency model" of leader effectiveness is one of the prominent theories that take into account situational variables. From this perspective, Fris (1981:9) referred to effective leaders as those who "provide a style of leadership that is appropriate to or congruent with the exigencies of the situation." Earlier, Hersey and Blanchard (1977:101) stated that "the more managers adapt their style of leader behavior to meet the particular situation and the needs of their followers, the more effective they will tend to be in reaching personal and organizational goals." It can be seen that adapting the appropriate style of leadership has become critical. For this practice Huckaby (1980:614) warned that effective leaders are "aware of their limitations and do not attempt leadership styles requiring skills they do not possess."

Gunn (1984:67) investigated the effectiveness of senior high school principals in Alberta, and drew three implications from Fiedler's work, one of which also adds support to the theoretical position underlying this study. He wrote:

> First of all, Fiedler considered group morale and member satisfaction to be affected by the behavior of leaders. . . . Second, Fiedler's theory implies that some type of relationship exists among the satisfaction of leaders, their type of leadership (task-oriented or relationship-oriented), the favorableness of their situation, and their effectiveness as a leader.

Functions of Leadership

In the literature, the terms "functions" and "tasks" often appear to be synonymous. According to Burns (1979:383), the function of leadership is to "engage followers, not merely to activate them, to commingle needs and aspirations and goals in a common enterprise, and in the process to make better citizens of both leaders and followers." Burton and Petrie (1980:628) listed five major tasks or functions of leadership: (a) patterning routines, (b) establishing rules and delegating

rules, (c) reinforcing relevant activities, (d) stimulating individual development, and (e) clarifying behavioral indicators of values. Emphasizing the role of the leader as manager, Drucker (1974:45) identified five functions of leadership as setting objectives, organizing, motivating and communicating, measuring, and developing people.

From many leadership studies, decision-making has been identified as an important part of the work of the administrative leader. Duignan (1979:29) contended that "most of what the leaders do can be categorized as to whether it consists of developing, facilitating or evaluating the decision-making process." Certainly, the decision-making aspect contributes considerably to effective leadership. In support of this view, Steers (1977:145) stated that "a common characteristic of effective leaders is the ability to make decisions that are appropriate, timely, and acceptable."

The functions of principal leadership. Cooper (1986:68) surveyed the literature on task areas of principalship and reported nine task areas associated with the administrative behavior of principals. They are curriculum and instruction, staff personnel, student personnel, resource management, support management, community relations, system-wide policies and operations, pleasantries, and teaching. But the task areas that received the most attention from central office personnel and in-school personnel, according to Seger, Miklos, and Nixon (1981:164), were curriculum and instruction, student personnel, staff personnel, and community relations.

Andrews and Soder (1987:9), whose belief was in teachers as being a legitimate source of data regarding principal behavior, investigated staff perceptions of principal leadership in terms of the principals performed in the four task areas. They reached these conclusions:

> (1) As a resource provider, the principal takes action to marshall personnel and resources within the building, district, and community to achieve the school's vision and goals.

> (2) As instructional resource, the principal sets expectations for continual improvement of the instructional program and actively engages in staff development.
>
> (3) As communicator, the principal models commitment to school goals, articulates a vision of instructional goals and the means for integrating instructional planning and goal attainment and sets and adheres to clear performance standards for instruction and teacher behavior.
>
> (4) As visible presence, the principal is out and around in the school, visiting classrooms, attending departmental or grade-level meetings. . . .

Principals as Effective Leaders

According to Walberg (1986:9), the research "What Works" by the U.S. Department of Education (1986) referred to effective principals as those who have a vision of what a good school is and systematically strive to bring that vision to life in their school. Moreover, Manasse (1982:15) noted that effective principals "use their influence and power to make their visions of their schools into reality."

A different perspective was obtained by Finn (1987:21) who cited from "The Principal Selection Guide" which emphasizes that effective principals are those "who command attention, inspire respect, set clear goals, and motivate teachers and students to meet them." With regard to "visions," Finn suggested that effective school leaders must have "clear, active, ambitious performance-oriented visions." In his view, working to create the conditions that make a vision is "only half a battle." The other half is "inspiring, encouraging, and rewarding achievement." Finn (1987:22) concluded that effective principals also recognize that "schools require different styles of leadership, suited to their specific situations."

The research conducted by the University of Texas at Austin revealed five essential qualities of effective principals. As reported by Rutherford (1985:31-34), effective principals have these characteristics:

> (1) have clear, informed visions of what they want their schools to become--visions that focus on students and their needs; (2) translate these visions into goals for their schools and expectations for the teachers, students, and administrators; (3) establish school climates that support progress toward these goals and expectations; (4) continuously monitor progress; and (5) intervene in a supportive or corrective manner, when this seems necessary.

In a similar fashion, a study by the Far West Laboratory for Educational Research and Development was conducted on 12 elementary and intermediate principals who had been nominated as effective by their district supervisors. According to Dwyer (1984:32-38), the study revealed nine categories of routine behaviors that the principals used to manage their schools: (a) goal setting and planning, (b) monitoring, (c) evaluating, (d) communicating, (e) scheduling, allocating resources, and organizing, (f) staffing, (g) modelling, (h) governing, and (i) substituting for staff members.

With regard to the decision-making aspect, Duttweiler (1986:373) pointed out that principals of effective schools establish a decision-making partnership with their staff. He referred to the effective school literature which indicates that effective principals use a participatory style of leadership.

In the literature on principals as effective leaders, Gunn (1984:75) noted that the emphasis seems to be on instructional leadership as compared to organizational leadership. Evidence for this assertion can be found in many studies including those by Murphy et al. (1983), Smyth (1982), Rutherford et al. (1983), and McEvoy (1987). Finn (1987:22) suggested that principals as instructional leaders "set an example for the students and staff, define scholastic goals for the school, and actively support the curriculum and teaching that promote those goals."

Furthermore, the School Effectiveness Program model by Murphy et al. (1983:138) demonstrates that the "instructional" aspect of the principal's leadership role is another important variable that is closely associated with effective schools. Also, this "instructional" leadership role of principals has been of great interest to researchers such as Smyth (1982), Wilson (1981), Maynes (1982), and Leithwood and Montgomery (1982). Based on their studies, these researchers agreed that the instructional leadership role of principals is an important determinant of effective or successful schools.

However, Rallis and Highsmith (1987) and Murphy (1987) observed that most principals are traditionally trained as manager according to degree program for administrators. They are simply not prepared to meet the school needs for instructional leadership. Finn (1987) suggested that in case principals are not well-prepared for this critical role, they can ensure that teachers have good instructional models, coaching, and developmental opportunities.

Another suggestion was made by McEvoy (1987:73-77) who stated that principals can exercise instructional leadership through staff development by informing teachers of professional opportunities, disseminating professional and curriculum materials, focussing staff attention on a specific scheme, soliciting teachers' opinions, encouraging experimentation, and recognizing individual teachers' achievements.

Despite the emphasis on instructional leadership, principal effectiveness has been defined in a broader sense. In addition to being instructional leaders, effective principals must also perform other functions if they and their schools are to be effective. The literature describing the behavior of effective principals is somewhat congruent with the more general literature describing the behavior of effective leaders.

Job Satisfaction and Effectiveness

Job Satisfaction and School Effectiveness

Job satisfaction was regarded by Holdaway (1978) as an "organizational outcome" as well as a "determinant" of performance. In Ratsoy's (1983:3) "frying pan" model, satisfaction is grouped with absenteeism and adaptability as indicators of organizational effectiveness. According to Lawler (1973), two indicators of dissatisfaction--absenteeism and turnover--limit school effectiveness. Some authors (e.g., Goodlad, 1984) assume that increased satisfaction can enhance school effectiveness.

In their Ottawa study of job satisfaction and school effectiveness, Knoop and O'Reilly (1976) found that the mean level of job satisfaction of teachers in a school was positively associated with the overall effectiveness of the school. The higher the level of teachers' job satisfaction, the more effective was the school in achieving its goals. Similarly, principals as satisfied leaders are more likely to work to their full capacities in leading their schools toward effectiveness.

Other researchers such as Iannone (1973), Schmidt (1976), Rice (1978), and Gunn (1984) have identified sense of achievement and autonomy as sources of satisfaction for school principals. According to Gunn (1984), the relationship between job satisfaction of senior high school principals and their perceptions of school effectiveness can be enhanced by their sense of achievement. Two reasons apparently support this assumption. The first reason derives from the fact that the leadership behavior of principals is perceived by many writers to be a major determinant of school effectiveness (e.g., Gersten et al., 1982:47; and Rutherford et al., 1983:9). The second reason is that principals are likely aware of public interest in and concern about the effectiveness of schools. This increasing attention must cause principals to be more conscious of the effectiveness of their schools and their effectiveness as leaders.

Relationships Among Perceptions of Job Satisfaction and Effectiveness

The possible relationships between overall job satisfaction and perceptions of overall school effectiveness and effectiveness of principals are illustrated in Figure 2.1. The perceived levels of each variable and importance were those as rated by the respondents in the study. In Figure 2.1, the relationships among these three major variables are represented by bidirectional lines to illustrate that causal relationships were not assumed. For the same reason, the relationships between overall job satisfaction and satisfaction with job facets and perceived importance of job facets are represented by bidirectional lines. Similar representations are made with perceived

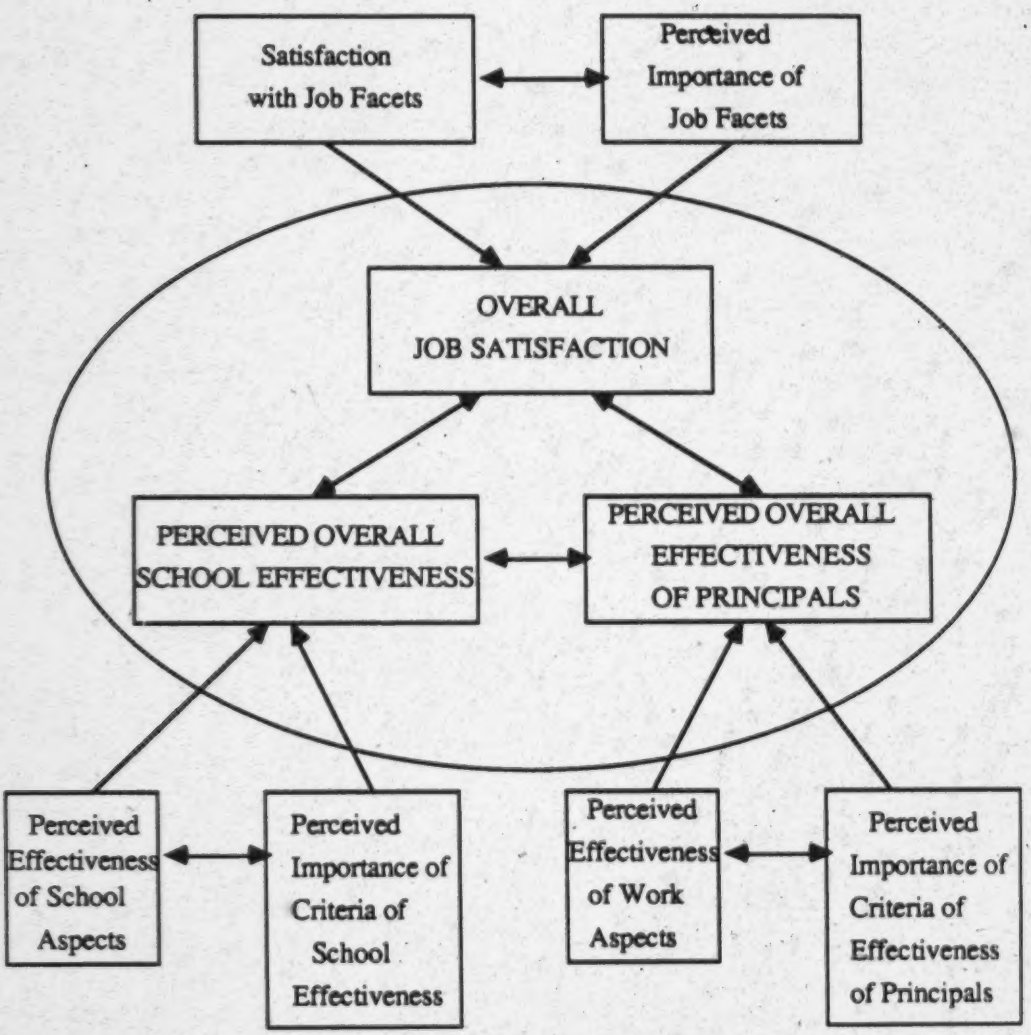
Satisfaction with Job Facets
Perceived Importance of Job Facets
OVERALL JOB SATISFACTION
PERCEIVED OVERALL SCHOOL EFFECTIVENESS
PERCEIVED OVERALL EFFECTIVENESS OF PRINCIPALS
Perceived Effectiveness of School Aspects
Perceived Importance of Criteria of School Effectiveness
Perceived Effectiveness of Work Aspects
Perceived Importance of Criteria of Effectiveness of Principals

Figure 2.1: Relationships Among Perceptions of Job Satisfaction and Effectiveness (Adapted from Gunn, 1984).

overall school effectiveness and effectiveness of principals. This conceptual framework demonstrates the underlying theorical assumptions of this study and, therefore, the relationships which were investigated.

Summary

The major job satisfaction theories have been developed from theories of work motivation. A model of "facet" satisfaction was designed by Lawler (1973), who combined the strength of equity and discrepancy theories. This model was to measure the satisfaction of individuals with particular facets of their job. Meanwhile Locke's job satisfaction theory incorporates aspects of theories proposed by Vroom (1964), Lawler (1973), and Herzberg (1966). Like Lawler (1973), Locke believed that satisfaction with particular facets of the job should be weighted as to importance in determining overall satisfaction.

A number of studies on job satisfaction have been conducted in relation to personal and organizational factors. These studies yielded interesting results. Relationships between job satisfaction and the selected factors were discussed based on some related studies. Similarly, the studies of job satisfaction of school principals revealed relationships between their job satisfaction and a variety of particular role-related organizational or demographic variables. Most of the findings seemed consistent with either previous studies or theory on job satisfaction.

The multidimensional approach proposed by Mott (1972) and Steers (1977) has been adapted in the studies on school effectiveness. Miskel (1982), for example, designed a model of school effectiveness by integrating the goals and systems approaches to organizational effectiveness.

In assessing school effectiveness, Miskel (1982) and Gunn (1984) noted that many educators and researchers have attempted to identify criteria of effective school

without using a theoretical or conceptual framework of effectiveness. Consequently, high academic achievement is assumed to be the dominant factor of school effectiveness. Miskel (1982) and Gunn (1984) recommended that school effectiveness be regarded as multidimensional, which is identified using many criteria. In his study, Gunn (1984) combined a set of criteria by Hersh (1982) and some aspects of Miskel's model for his school effectiveness instrument.

Numerous school effectiveness studies have identified factors which were associated with effective schools. Among the factors, those which have consistently emerged as characteristics of effective schools include leadership, school climate, and high expectations for student achievement.

To better understand the effectiveness of the leader, the concept of leadership was presented in terms of some definitions of leadership, some selected leadership styles and behaviors, and functions of leadership. Tasks and functions of leadership were identified together with the functions of the principal as school leader.

Factors that characterize effective principals were identified, based on related research studies such as the research conducted by the University of Texas, a study by the Far West Laboratory, and by some other writers. The contribution of "instructional" leadership role of principals to school effectiveness was discussed. Also, suggestions were made in case the principal was not well-prepared for this critical role.

Certain studies revealed relationship between job satisfaction and school effectiveness. According to Gunn (1984), sense of accomplishment, which has also been found in previous studies as a source of satisfaction, was found to have potential to enhancing the relationship between job satisfaction of senior high school principals and their perceptions of school effectiveness.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the instrumentation, research methodology, the pilot study, and the methods of data analysis are described. The chapter is organized in three major sections--the research instruments, data collection, and data analysis--using the following headings:

- Research Instruments
  - The Questionnaire
  - The Interview Schedule
  - The Pilot Study
  - The Validity and Reliability of the Instruments
- Data Collection
  - The Population and Sample
  - The Interview Sample
  - The Distribution and Collection of Questionnaires
- Data Analysis

The Research Instruments

This type of study has been referred to by Ary, Jacobs, and Razavich (1985:26-27) as descriptive, correlational research. It sought to describe and to explain how the satisfaction of junior high school principals was related to the effectiveness of their schools and their own effectiveness as leaders. Two main instruments were utilized to collect data: (a) questionnaires, and (b) semi-structured interviews.

The Questionnaire

The aspects considered in choosing the questionnaire approach for data collection included validity, costs, sampling, richness of data, time constraints, accessibility, and ethical issues. According to Lawler et al. (1980:331-325), the fixed-response questionnaire is stronger on the above factors and "it is generally simple to administer, it is low cost, it has high validity, and it is less threatening." Since one main purpose of this study was to determine perceptions of junior high school principals, area superintendents, and teachers on specific matters, three questionnaires were specifically constructed for principals, for area superintendents, and for teachers. The initial questionnaire was constructed for use with principals and then modified for the other participants.

Questionnaire for principals. Prior to constructing the questionnaire, interviews were conducted with three junior high school principals, one area superintendent, and three junior high school teachers. The purpose of the interviews was to allow the researcher to identify important issues for investigation. Based upon this information and a review of relevant literature a questionnaire was developed which was structured into 8 sections: (a) school data, (b) personal data, (c) opinions, (d) administrative tasks and responsibilities, (e) job satisfaction, (f) school effectiveness, (g) effectiveness of principals, and (h) additional comments. Because the data were collected within the context of a larger study, a section on "opinions" and one instrument--"Administrative Tasks and Responsibilities"--were not used in this study. The development of the questionnaire entitled "Perceptions of Principals of School Effectiveness, Their Role, and Their Job Satisfaction" is described below. A copy of the questionnaire is included in Appendix B.

School and personal data. The first two sections of the questionnaire were designed to collect information on some organizational characteristics of junior high

schools and some personal characteristics of principals. From the six items in the first section labelled "School Data," respondents described the geographic setting of their school, the type of school system, the grades, and the numbers of students, teachers, and vice-principals. In the second section entitled "Personal Data," respondents indicated their sex, age, years of experience in present position, prior principalship experience, long-term career aspirations, and years in post-secondary education. The information obtained from these sections was used in analyzing the relationships among organizational and personal characteristics of principals and their overall job satisfaction, overall school effectiveness, and effectiveness of principals.

Job satisfaction. The section labelled "Job Satisfaction" was designed to measure levels of satisfaction with 41 facets of the job and to measure the overall level of job satisfaction using a single item. Job satisfaction items were based on the instrument used by Gunn (1984) who categorized 35 items under five headings--Working Conditions, Personnel-Related Matters, Role-Related Matters, District-Related Matters, and Occupation-Related Matters. These same factors were adopted and then two additional headings were included--Student-Related Matters and Other Factors. Under the heading "Other Factors," respondents were asked to specify other work factors contributing to job satisfaction or dissatisfaction. Some of the items in Gunn's instrument were deleted or modified so that they were more suitable for junior high school principals.

A single item to measure overall job satisfaction was viewed to be most useful by Rice (1978:95), Kyriacou and Sutcliffe (1979:89), and Gunn (1984:84). Thus, in this study, principals were asked in a single item to rate "your overall feeling of satisfaction with your job," after they had responded to the 41 items of facet satisfaction.

In this study, an important addition to Gunn's instrument was made under the

sub-section labelled "Importance for Job Satisfaction." This instrument was designed to measure the importance of the contribution of each of those work facets to the overall job satisfaction of principals; respondents were to rate the importance of the contribution to overall job satisfaction as well as their overall levels of satisfaction.

The rating scale. The rating scale used to measure levels of job satisfaction was identical to that used by Gunn (1984)--the six-point scale ranging from "highly dissatisfied" to "highly satisfied." Respondents chose a response from either three levels of dissatisfaction or three levels of satisfaction. A four-point rating scale was used to assess the importance of each job facet for overall job satisfaction, ranging from "none" to "extreme."

School effectiveness. The purpose of this instrument was to obtain an assessment of the overall effectiveness of junior high schools in Alberta. The dimensions of effectiveness were developed from the broad literature on organizational effectiveness (e.g., Mott, 1972) and some research studies on school effectiveness. For example, some criteria of effective schools were obtained from research by Cohen (1982), Edmonds (1982), Hersh (1982), and Sirotnik and Oakes (1981). These criteria or dimensions on effective schools were linked directly and indirectly to those from organizational effectiveness theories or models. Thus, the 39 criteria of school effectiveness used in this study reflected those of Hersh (1982), Miskel (1982), and Mott (1972).

As with the measurement of overall job satisfaction, principals were asked first to assess the importance of each of the work factors for achieving effectiveness in junior high schools, and second to assess the effectiveness of their schools on each work factor. The type of rating scale was identical to that used to measure overall job satisfaction. Thus, a four-point scale ranging from 1 "none" to 4 "extreme" was employed to measure the importance of those work factors for school effectiveness

and a six-point scale ranging from 1 "highly ineffective" to 6 "highly effective" for assessment of school effectiveness.

As in the section on job satisfaction, principals were asked to rate "the overall effectiveness of your school" after they had responded to the 39 items on school effectiveness. In Item 40, principals were asked to specify other work factors which contributed to school effectiveness.

The school effectiveness instrument ended with this question which required open, written responses: "Which factors most inhibit the effectiveness of junior high schools?" This listing by principals of the most inhibiting factors of school effectiveness was meant to check indirectly if any major criteria of effectiveness were missing.

Effectiveness of principals. In this instrument, the dimensions for obtaining an assessment of the effectiveness of junior high school principals were chosen from the literature on effective leadership and the functions of leadership. The instrument contained 30 items--dimensions of leader effectiveness plus one item to rate the principal's "overall effectiveness as a leader." Also, principals were asked to specify other work factors contributing to effectiveness of principals and to respond to the question: "Which factors most inhibit the effectiveness of junior high school principals?"

As in the measurement in the preceding sections, principals were asked to rate the importance of each of those work factors for the effectiveness of junior high school principals and their own effectiveness as leaders. The use of a single overall effectiveness item and the rating scale was identical to the approach followed in the school effectiveness instrument.

Additional Comments. The section "Additional Comments" was placed at the end of the questionnaire to provide an opportunity for principals to express any

concerns or opinions, if they wished to do so. This section was designed to collect data which might clarify or enrich the data from the other instruments in the questionnaire.

Questionnaire for area superintendents. One purpose of this study was to seek opinions from area superintendents in the two Edmonton school districts about the effectiveness of the principals and the junior high schools in their areas. The data obtained from the superintendents' questionnaire were meant to be used for comparison with those obtained from principals and teachers in those schools. To meet this purpose, the questionnaire for area superintendents was restricted to school effectiveness and the effectiveness of principals. This instrument contained 34 items--20 items on school effectiveness and 14 items on effectiveness of principals. The assessment items were reorganized based on those in two related sections in the principals' questionnaire. Deletions of items and minor modifications of a few items were made to those instruments to make it as short as possible and to make it more suitable for area superintendents. A copy of the questionnaire is included in Appendix B.

As with principals, the area superintendents were asked to rate the overall effectiveness of junior high schools (Item 22) and the overall effectiveness of principals as a leader (Item 36). After they had responded to those 34 items, the area superintendents were also asked to specify other work factors contributing to school effectiveness and the effectiveness of principals. This instrument included two questions which required open, written responses. They were "What are the three most important criteria for judging the effectiveness of a junior high school?" and "What are the three most important criteria for judging the effectiveness of a principal of a junior high school?"

Questionnaire for teachers. Another purpose of this study was to assess the effectiveness of junior high schools as perceived by teachers. The data obtained from the teacher questionnaire were used for comparison with those obtained from the principal and area superintendent questionnaires. Unlike the questionnaire for area superintendents, the questionnaire for teachers was confined to school effectiveness only. This instrument contained 40 items and one written-response question: "Which factor most inhibits the effectiveness of junior high schools?" All of the items were taken from the school effectiveness section in the principals' questionnaire. At the end of the questionnaire, the section "Additional Comments" was provided so that the teachers could express their concerns or opinions. A copy of the questionnaire is included in Appendix B.

The Interview Schedule

The use of multiple methods or triangulation has been advocated by some social science researchers such as Jick (1979), Lawler et al. (1980), Turner (1981), and Brunner (1982). Jick (1979:608-609) suggested that using more than one methodology to study the same phenomenon "allows researchers to be more confident of their results." Therefore, to obtain a variety of data for the study, interviews were used as a supplementary method.

Semi-structured interviews. As in Gunn's study (1984:90), the purpose of interviewing ten principals who had responded to the questionnaire was "to expand upon, clarify, or enrich the data collected with the questionnaires." To meet this purpose, the interview schedule was constructed after the analysis of the questionnaire was completed. A semi-structured or open-ended interview was chosen for use in this study because it was considered important to suggest as little direction as possible as to the nature of the interview. According to Gunn (1984:90), this type of interview allowed respondents freedom to "express their opinions or concerns of central

significance to himself than those presumed to be important by the interviewers." Through this approach, a more qualitative method of collecting data was combined with the quantitative method of using a questionnaire with specific non-verbal responses.

Throughout this study the interview process was structured into two steps: initial interviews prior to constructing the questionnare, and final interviews. For the initial interviews, the informants were broadly asked about their perceptions of the major issues related to job satisfaction and school and principal effectiveness. This enabled the researcher to examine specific concepts regarding these three variables which may not be clearly understood or may be missing in the literature. The information obtained from the initial interviews was used in the construction of the questionnaire and the interview schedule.

The analysis of the data on job satisfaction yielded interesting results. Therefore, the fifteen interview questions were designed to collect more information on the principals' opinions. For example, Question 4 was designed to gain more evidence on the importance of the contributions to job satisfaction:

Question 4.

The job facets that principals saw as most important for their satisfaction were:
- Principals' working relationships with teachers;
- The teaching competence of teachers;
- Satisfaction and morale of staff.

Of least importance for principals' satisfaction were:
- Principals' social standing in the community;
- Principals' social relationships with teachers.

Are these ratings surprising? What explanations or observations do you have about them?

The results of the analysis of the data on school effectiveness and effectiveness of principals were generally consistent with findings in the related literature. Still, more information or elaboration was needed for particular issues. For example, the

principals rated themselves as most effective in maintaining an appropriate school climate and they also perceived this climate as a very important contribution to school effectiveness. Thus, Question 6 was worded in this way:

> An important aspect of school effectiveness to emerge from the questionnaire responses was "maintaining apropriate school climate." What kind of climate do you consider to be "appropriate" for achieving effectiveness of a junior high school?

The last two questions (14 and 15) were designed to identify relationships that might exist among the three variables and certain other factors.

> Question 14.
>
> What relationship (if any) is there between:
> (a) Your job satisfaction and the effectiveness of your school?
> (b) Your job satisfaction and your effectiveness as a school principal?
> (c) Your effectiveness as a principal and the effeciveness of your school?
>
> Question 15.
>
> Are the job satisfaction of junior high school principals, school effectiveness and/or the effectiveness of principals affected by:
> (a) School setting (city, town, rural)?
> (b) Size of school?
> (c) The principal's sex, age, career aspirations, and/or principalship experience?

The complete interview schedule is included in Appendix C. As stated by Gunn (1984:91), the data from the semi-structured interviews could strengthen the interpretation of the statistical data from the questionnaire as well as enhance the discussion of the statistically significant relationships found in the investigation.

The Pilot Study

The purposes of pilot studies, according to Lawler et al. (1980:332), are (a) to determine the clarity of the items, (b) to determine the distribution of responses to the items in order to examine the discriminable probability of the items, and (c) to assess the comprehensiveness of the questionnaire. In order to achieve these purposes, the draft questionnaires were first reviewed by a panels of experts in theory and research and then pilot-tested. Respondents in the pilot test of the questionnaire for principals

consisted of five principals who were graduate students in the Department of Educational Administration at the University of Alberta. Three teachers (two from junior high schools) who were graduate students in this department were asked to participate in the pilot test of the questionnaire for teachers, and a former area superintendent of the Edmonton Public School District to pilot-test the questionnaire for area superintendents. These participants independently reviewed all aspects and each item of the questionnaire to check for ambiguous items or instructions, the appropriateness of the rating scales, and the format and comprehensiveness of the instruments. Based on the comments and recommendations given by the participants, final revisions were made throughout the questionnaire in preparation for distribution to principals.

The interview schedule was pilot-tested by three of the principals who had pilot-tested the questionnaire.

Validity and Reliability of the Instruments

Validity. According to Morris and Fitz-Gibbon (1978:31), the four concerns of instrument validity are accuracy, relevance, representativeness, and completeness. In developing the questionnaire and interview schedule, attempts had been made to achieve as much validity as possible.

As already noted, the satisfaction questionnaires were developed from that used by Gunn (1984). In this regard, the reliability and validity of this questionnaire had been previously established. However, the effectiveness questionnaire had been substantially reviewed since Gunn's study. In order to increase validity, the above concerns were addressed by the many inputs that were parts of the development of the questionnaire. They included (a) initial interviews prior to constructing the questionnaire, (b) discussion with experts in theory and research, (c) incorporation of comments and suggestions received in the pilot study, and (d) the use of both pilot

study and the main study, as well as the large number of items used in the questionnaire.

For the interview schedule, the concerns of accuracy and relevance were addressed by the initial interviews along with the final interview which contained specific questions derived from the statistical data from the questionnaire. This procedure contributed to the validity of the interview schedule.

In Mouly's terms (cited in Gunn, 1984:106), the validity of questionnaire data "depends in a crucial way on the ability and willingness of the respondents to provide the information requested." In this study, the relevant factors contributing to validity included (a) the appropriate approaches and procedures in developing the questionnaire and the interview schedule, (b) the assumed quality of junior high school principals as respondents, (c) the nature and qualities of the questionnaire, (d) guaranteed anonymity, and (e) some benefits the respondents could gain from this study.

Reliability. The "split-half" technique was used to test the reliability of the instruments in the questionnaire. The following Guttman Split-Half coefficients were obtained on an odd-even split of the items in the three instruments.

In the questionnaire for principals:

1. Job satisfaction items - Importance	.90
Job satisfaction items - Actual	.95
2. School effectiveness items - Importance	.92
School effectiveness items - Actual	.97
3. Principal effectiveness items - Importance	.96
Principal effectiveness items - Actual	.95

In the questionnaire for teachers:

School effectiveness items - Importance	.97
School effectiveness items - Actual	.99

In the questionnaire for area superintendents:

School effectiveness items - Actual	.95
Principal effectiveness items - Actual	.95

All of the instruments therefore proved to be highly reliable.

Data Collection

Data were collected by means of a questionnaire and a semi-structured interview. The population, the interview sample, and the distribution and collection of questionnaires are described below.

The Population

The population for the study consisted of all 94 principals of "pure" junior high schools in Alberta. (Pure junior high schools were those which had Grades 7-9 only.) The schools in this population were identified using information from the Department of Education. A list of all schools in the province was obtained. It provided the names of principals, school addresses, and grades in the schools. From the list, the schools having Grades 7-9 were sorted and relisted for use in this study.

The Interview Sample

The interview sample of junior high school principals was chosen from those principals who indicated on the completed questionnaire that they were willing to be interviewed. In choosing the sample size of 10 from the 35 volunteer interviewees, a geographical boundary was set because of time and financial restrictions on travel to the schools. Eight junior high school principals were chosen from those within a fifty-mile radius of the city of Edmonton and two from outside. This included a range of rural and urban locations in north-central and south-central Alberta. The principals' schools covered the range of sizes in the population. One female and nine male principals were interviewed.

Distribution and Collection of Questionnaires

Formal communication regarding the research project was made through the Field Service Office of the Faculty of Education of the University of Alberta with the school systems of Edmonton and the surrounding school systems. A letter seeking permission to contact principals as participants in this study (Appendix D) was mailed to all superintendents whose school system contained a junior high school. Questionnaires were then mailed to 94 principals--22 in Edmonton and 72 outside--in the second week of November 1986.

Included in the mailing were (a) an introductory letter (Appendix D) outlining the purpose of the study, inviting participation, and assuring anonymity of responses, (b) the questionnaire, (c) a stamped and addressed reply card, and (d) a stamped and addressed envelope in which to return the completed questionnaire.

Principals were asked to complete the questionnaire and to mail the reply card at the same time that the questionnaire was returned. Through the use of the reply card the response to the questionnaire could be anonymous yet it would be possible to follow up those who did not reply.

For the 22 principals in Edmonton, a package of questionnaires for teachers and a stamped and addressed envelope were enclosed. Those principals were also asked to distribute the questionnaire to their staff members and then to collect the completed questionnaires and returned them separately to the researcher.

By the end of November 1986, a follow-up letter and reply card were mailed to all the principals who had not returned the first reply cards. Before Christmas, 76 principal questionnaires and 206 teacher questionnaires had been returned. By 15 January 1987, which was the closing date for accepting questionnaires, 84 (89%) of the questionnaires for principals and 238 (48%) of the questionnaires for teachers had been returned.

The questionnaires for superintendents were personally administered to nine area superintendents after appointments had been made. This enabled the researcher to obtain the returned questionnaires as soon as they had been completed.

Data Analysis

The main purpose of this study was to examine the extent to which the job satisfaction of junior high school principals was related to perceptions of their effectiveness and their schools' effectiveness. Hence, the data were organized to address the following matters: (a) to provide data for three major variables: job satisfaction, school effectiveness, and effectiveness of principals in relation to various criteria, (b) to describe relationships between these variables, and (c) to determine the effectiveness of junior high schools as perceived by three groups of respondents. To obtain appropriate data to meet the purpose of this study, five main analytical techniques were employed: Pearson product-moment correlation, Spearman's and Kendall's coefficients of rank correlation, stepwise multiple linear regression, comparison of means, and content analysis.

It has been agreed that correlational analysis is a fundamental instrument in statistical prediction. According to Williams (1979:121), correlation "characterizes the existence of a relationship between research variables." Thus, the correlation technique was considered appropriate for investigating the relationships between job satisfaction, school effectiveness, and effectiveness of principals (Question 4b). Pearson product-moment correlation coefficients were used to determine the strength and direction of the relationships. Spearman's and Kendall's coefficients of rank correlation were used to describe the extent of agreement between the rank of actual scores and perceived importance of items on each questionnaire.

Another related correlation technique, stepwise multiple linear regression, was used to determine which facets or variables were the best predictors of overall job satisfaction, overall school effectiveness, and overall effectiveness of principals (Questions 1e, 2d, and 3d respectively).

Comparison of means was used in exploring relationships between overall job satisfaction, school effectiveness, and effectiveness of principals with organizational characteristics of schools and personal characteristics of principals (Questions 1c, 2c, and 3c respectively).

Content analysis was used to analyze data from the written responses from the questionnaire and the oral responses from the interview.

Further in this section, the procedures used to analyze the data are discussed under these headings: statistical analysis of the questionnaire data, content analysis of the written responses from the questionnaire, and analysis of the interview data.

Statistical Analysis of the Questionnaire Data

The first two sections of the questionnaire--"School Data" and "Personal Data" were used to collect data on some organizational characteristics of junior high schools and some personal characteristics of principals. The analysis for this part of the data involved mostly descriptive statistics of frequencies and percentages.

The data on levels of job satisfaction and overall satisfaction, levels of school effectiveness and overall school effectiveness, and levels of effectiveness of principals and overall principal effectiveness were displayed in the form of frequencies and percentage frequencies of their responses. The relationships among overall job satisfaction, overall school effectiveness, and effectiveness of principals and organizational characteristics of schools and personal characteristics of principals were examined through comparison of means.

Content Analysis of the Written Responses from Questionnaires

Statements and responses. In the principals' questionnaire the respondents were asked, in addition to the forced-choice items (a) to state three other work factors contributing to job satisfaction or dissatisfaction (Item 42), school effectiveness (Item 40), and effectiveness of principals (Item 30), and (b) to give a written response to these questions: "Which factors most inhibit the effectiveness of junior high schools?" (Item 42) and "Which factors most inhibit the effectiveness of junior high school principals?" (Item 32). Item 40 and the question on school effectiveness were also used in the questionnaire for teachers.

The area superintendents were also asked to state three work factors contributing to school effectiveness (Item 21) and a written response in the form of a list to three questions: "What are the three most important criteria for judging the effectiveness of a junior high school?" (Item 37), "What are the three most important criteria for judging the effectiveness of a principal of a junior high school?" (Item 38), and "Which factors most inhibit the effectiveness of junior high schools?" (Item 41).

The statements and responses were subjected to the traditional method of content analysis. According to Trevers (cited in Gunn 1984:102), the traditional method of undertaking content analysis "is that of counting the number of times that particular ideas or words are presented." Therefore, all statements and responses were listed and grouped into categories. For example, from the statements and responses given by principals, the categories were regrouped to the point where there were thirteen categories of factors inhibiting school effectiveness, and seven categories of factors inhibiting effectiveness of principals.

Additional comments. In the final section "Additional Comments," seven (8%) of the principals responded to the request: "Please add any comments that you wish to make on the topics of job satisfaction, school effectiveness, and effectiveness

of principals, as these relate to junior high schools." Sixteen (8%) of the teachers responded to the similar request: "Please add any comments that you wish to make on the topic of effectiveness of junior high schools."

After a review of all the responses, it was found that the data could not be sufficiently described by a simple categorization and frequency count. Various descriptive terms in which the respondents expressed their opinions and concerns made classification difficult. However, the data were grouped under three main headings: Job Satisfaction, School Effectiveness, and Effectiveness of Principals. The analysis focused on the comments which provided additional information in understanding the nature of the major variables. Because of the small number of the respondents, very few categories were obtained under each heading.

Analysis of the Interview Data

The ten transcriptions of the recorded interviews were carefully studied by the researcher. The responses and comments to the fifteen questions in the interview schedule were mostly subjected to the method of content analysis and frequency counts. The data were grouped into these categories:

1. greatest sources of job satisfaction;
2. greatest sources of job dissatisfaction;
3. meaning of "sense of accomplishment as an administrator;"
4. the most and least important job facets for overall job satisfaction;
5. a description of "an appropriate school climate" for achieving school effectiveness;
6. prime indicators of the effectiveness of schools and principals;
7. the most and least important criteria for judging the effectiveness of schools;
8. the most and least important criteria for judging the effectiveness of

principals;

9. factors which most inhibit the effectiveness of schools and principals;
10. suggestions for improving the effectiveness of schools and principals;
11. relationships among the three major variables; and
12. certain factors which could affect the three variables.

Some of the responses were slightly paraphased for reference in support of the related quantitative data.

Summary

Two main instruments were utilized to collect data: questionnaire, and semi-structured interviews. Three questionnaires were constructed specifically for principals, teachers, and area superintendents. For principals, the questionnaire items were divided into four major sections: personal and demographic variables, job satisfaction, school effectiveness, and effectiveness of principals. The job satisfaction items were based on the instruments used by Gunn (1984) and the review of the literature in each of the areas. The questionnaire for teachers was confined to selected school effectiveness matters, while that for area superintendents was restricted to the effectiveness of the schools and the principals concerned. In order to remove any ambiguity and to increase validity, the questionnaire was reviewed by a panel of experts and then pilot-tested. The Guttman Split-Half coefficients indicated that the questionnaires had a high degree of reliability.

A semi-structured interview was conducted in two steps: initial interviews, and final interviews. The initial interviews were conducted prior to the construction of the questionnaire to enable the researcher to examine specific issues for investigation. The final interview was conducted with ten principals who volunteered to be interviewees. The interview schedule was developed after the complete analysis of the

questionnaire with the purpose being to provide more informative and in-depth findings.

Questionnaires were mailed to all 94 principals of junior high schools in Alberta and to 499 staff members in Edmonton junior high schools, while a questionnaire was personally administered to nine area superintendents who were responsible for those schools.

Analysis of the data was carried out in this order: statistical analysis of the questionnaire data, content analysis of the written responses from the questionnaire, and analysis of the interview data. Statistical techniques included frequency and percentage frequency distributions, comparison of means, Pearson-product moment correlations, Spearman's and Kendall's coefficients of rank correlation, and multiple regression analysis. Since the main purpose of this study was to explore the extent to which job satisfaction is related to perceptions of school and principal effectiveness, correlation techniques were considered appropriate.

CHAPTER 4

PROFILE OF THE RESPONDENTS

The purpose of this chapter is to provide an overall picture of principals who participated in the survey questionnaire and interviews. In this chapter, profiles of the 84 principals who responded to the questionnaire and the 10 principals who were interviewed are presented in four sections. In the first section, organizational characteristics of schools of the respondents are reported. The second section describes personal characteristics of the respondents. Professional characteristics of the respondents are presented in the third section. The final section contains a brief, general description of the personal characteristics of the interviewees and organizational characteristics of their schools.

Organizational Characteristics of the Respondents

The organizational characteristics of schools of the respondents were (a) school setting, (b) type of school system, (c) grades in schools, and (d) numbers of students and professional personnel in schools. The frequency and percentage frequency distributions of the first two characteristics of schools are reported in Table 4.1.

School Setting

Of the respondents, 77% were junior high school principals of city schools, 18% were principals of town schools, and 5% were rural school principals.

Type of School System

Of the respondents, 61% were junior high school principals in public districts, 16% were principals of schools in separate districts, 14% were principals in school divisions, and 10% were county school principals.

Table 4.1

Frequency and Percentage Frequency Distributions of Organizational Characteristics of Schools (n = 84)

Organizational Characteristic	f	% f
School Setting		
City	65	77.4
Town	15	17.9
Rural	4	4.7
Type of School System		
Public District	51	60.7
Separate District	13	15.5
County	8	9.5
Division	12	14.3

Grades in Schools

All respondents were principals of junior high schools containing Grade 7 to Grade 9, and 74% were principals of schools containing some special education.

Numbers of Students and Professional Personnel

The frequency and percentage frequency distributions of the numbers of students and professional personnel in schools are reported in Table 4.2.

Number of students. Of the respondents, 26% reported school enrollments of less than 300, 41% reported enrollments of 300-499, and 31% reported enrollments of 500-699. Two respondents reported enrollments of 700 or more.

Number of full-time equivalent teachers. Of the respondents, 12% reported staff sizes of less than 15 and the same percentage reported staff sizes of 35 or more. Thus, 75% of the respondents worked with a staff of 15 to 34 full-time equivalent teachers.

Table 4.2

Frequency, Percentage Frequency, and Cumulative Percentage Frequency Distributions of Numbers of Students and Professional Personnel in Schools

Number of Students or Professional Personnel	f	% f	Cum % f
Number of Students (n = 84)			
Fewer than 300	22	26.2	26.2
300 - 499	34	40.5	66.7
500 - 699	26	31.0	97.7
700 or more	2	2.3	100.0
Mean = 413.6			
Number of Full-Time Equivalent Teachers (n = 81)			
Fewer than 15	10	12.4	12.4
15 - 24	34	41.9	54.3
25 - 34	27	33.3	87.6
35 or more	10	12.4	100.0
Mean = 27.1			
Number of Vice-Principals (n = 82)			
0	5	6.1	6.1
1	57	69.5	75.6
2	20	24.4	100.0
Mean = 1.2			

Number of vice-principals. Of the respondents, 70% reported one vice-principal, and 24% reported two. Five respondents reported that there were no vice-principals in their schools.

Personal Characteristics of the Respondents

The personal characteristics of the respondents which were obtained were sex and age. The frequency and percentage frequency distributions of personal characteristics of the respondents are reported in Table 4.3.

Table 4.3

Frequency, Percentage Frequency, and Cumulative Percentage Frequency Distributions of Personal Characteristics of Principals (n = 84)

Personal Characteristics	f	% f	Cum % f
Sex			
Female	4	4.8	4.8
Male	80	95.2	100.0
Age			
30 - 39	12	14.3	14.3
40 - 49	49	58.3	72.6
50 - 59	20	23.8	96.4
60 or older	3	3.6	100.0

Four (4.8%) of the 84 respondents were female. With respect to age, 73% were 30 to 49 years old, and 27% were 50 or older. No principals were younger than 30, and only three were 60 or older.

Professional Characteristics of the Respondents

The professional characteristics of the respondents were years of experience as principals, long-term career aspirations, and years of post-secondary education.

Years of Experience as Principals

The frequency and percentage frequency distributions of years of experience as principals according to three characteristics are reported in Table 4.4.

In present position. Of the respondents, 46% had less than five years of experience in their present position, 11% reported one year of experience, while 29% reported five to nine years and 25% reported ten or more years.

In prior principalship. Of the respondents, 24% reported no prior principalship, 58% reported one to nine years, and 19% reported 10 or more years of prior principalship experience.

Total Years in principalship. Only 5% of the respondents were in their first year as a principal, 53% had five to 14 years of experience in principalship, while 15% had 15 to 19 years, and 14% had 20 or more years of experience in total.

Long-term Career Aspirations

The frequency and percentage frequency distributions of the long-term career aspirations of the respondents are reported in Table 4.5. Of the respondents, 56% wished to remain as principals, while 29% aspired to the positions of superintendent or assistant superintendent, and 4% aspired to positions in the central office or Department of Education. Only 1% aspired to positions in a college or university. Retirement was imminent for another 10%: these principals were omitted from the analyses based on career aspirations.

Years of Post-secondary Education

The frequency and percentage frequency distributions of years of post-secondary education of the respondents are reported in Table 4.6. Of the

Table 4.4

Frequency, Percentage Frequency, and Cumulative Percentage Frequency Distributions of Years of Experience as Principals

Years of Experience	f	% f	Cum % f
In Present Position (n = 79)			
1	9	11.4	11.4
2	14	17.7	29.1
3	7	8.9	38.0
4	6	7.6	45.6
5 - 9	23	29.1	74.7
10 or more	20	25.3	100.0
Mean = 6.6			
In Prior Principalship (n = 81)			
0	19	23.5	23.5
1 - 4	20	24.7	48.2
5 - 9	27	33.3	81.5
10 or more	15	18.5	100.0
Mean = 5.4			
Total Years in Principalship (n =79)			
1	4	5.1	4.8
2 - 4	10	12.7	16.7
5 - 9	20	25.3	40.5
10 - 14	22	27.8	66.7
15 - 19	12	15.2	81.0
20 or more	11	13.9	100.0
Mean = 11.7			

respondents, 22% had four or fewer years of post-secondary education, 22% had five years, 51% had six years, and 5% had seven years or more. The mean was 5.3 years.

Table 4.5

Frequency and Percentage Frequency Distributions of Long-Term Career Aspirations of Principals
(n = 80)

Career Aspiration	f	% f
Principalship	45	56.4
Superintendency	10	12.5
Assistant Superintendency	13	16.2
Central Office Consultancy	2	2.5
Department of Education Position	1	1.2
University or College Position	1	1.2
Not Applicable--Retirement Imminent	8	10.0

Table 4.6

Frequency, Percentage Frequency, and Cumulative Percentage Frequency Distributions of Post-Secondary Education of Principals
(n = 82)

Years of Post-Secondary Education	f	% f	Cum % f
4 or less	18	21.9	21.9
5	18	21.9	43.8
6	42	51.3	95.1
7 or more	4	4.9	100.0
Mean = 5.3			

Profile of the Principals in the Interview Sample

In this section, the organizational characteristics of the 10 schools and the personal characteristics of the 10 principals who were interviewed are described in relation to school setting, type of school system, number of full-time equivalent teachers, and sex of the principal. The frequencies of organizational characteristics of schools and personal characteristics of those principals are reported in Table 4.7.

The respondents were distributed among schools in accordance with the four characteristics. The sample included the smallest school and the largest one. The smallest school was a city school with 203 students and 10 teachers on staff. The largest school was a city school with 725 students and 38 teachers on staff. The three largest schools were in two different cities.

The interview sample consisted of one female principal and nine male principals. All had at least 12 years of professional experience. Two principals had been administrators in the Department of Education, while the rest were vice-principals before becoming a principal. One principal had two years of experience in the present position and the rest had at least four years. Some had been in their present positions for more than eight years.

Table 4.7

Frequencies of Organizational Characteristics of Schools and Personal Characteristics of Principals in the Interview Sample
(n = 10)

Characteristic	Questionnaire	Interview Sample	
	% f	f	% f
School Setting			
City	77.4	7	70
Town	17.9	1	10
Rural	4.7	2	20
Type of School System			
Public District	60.7	7	70
Separate District	15.5	1	10
County	9.5	2	20
Division	14.3	- -	-
Number of Full-Time Equivalent Teachers			
Fewer than 15	12.4	1	10
15 - 24	41.9	3	30
25 - 34	33.3	4	40
35 or more	12.4	2	20
Sex of Principal			
Female	4.8	1	10
Male	95.2	9	90

Note. The interview sample was chosen so as to cover all the above attributes in approximate proportion to their appearance in the random sample of school principals who answered the questionnaire.

Summary

The majority of the questionnaire respondents were principals of city schools and more than half were principals in public school districts. All of the principals were from the schools containing grade 7-9. About one-third were principals of medium-size schools with 500-699 students and 25-34 teachers.

Only four of the 84 respondents were female, and more than half were 40 to 49 years old. About half of the respondents had five to ten or more years of experience in their present position, and about one-quarter had no experience before becoming a principal. However, more than half had 10 or more years of principalship experience in total. One-third had career aspirations other than the principalship. The mean number of years of post-secondary education that they possessed was 5.3.

The principals in the interview sample were experienced educators and administrators in schools of varying size. Seven of the interviewees were principals in two different cities and the rest were in town and rural locations. The smallest school in the interview sample had 203 students and 10 teachers, and the largest one had 725 students and 38 teachers.

CHAPTER 5

JOB SATISFACTION OF PRINCIPALS

In this chapter, the results of analyses of the questionnaire data on job satisfaction of junior high school principals are presented, along with the information obtained from interviewing ten principals. The chapter is organized in four major sections. In the first section, levels of satisfaction with job facets are reported. The second section presents overall satisfaction levels of the principals. Relationships between levels of job satisfaction and selected organizational and personal characteristics are described in the third section. In the last section, principals' perceptions of the importance of job facets for their satisfaction are reported. This chapter contains information relevant to these four research questions on job satisfaction:

Question 1 (a): To what extent are junior high school principals satisfied with facets of their job?

Question 1 (b): What is the perception of junior high school principals concerning their overall job satisfaction?

Question 1 (c): To what extent is overall job satisfaction related to organizational and personal characteristics of principals?

Question 1 (d): Which job facets are perceived as the most important for principals' satisfaction?

Levels of Satisfaction with Job Facets

Junior high school principals rated their levels of satisfaction with 41 facets of their job on a six-point scale ranging from 1 "highly dissatisfied" to 6 "highly satisfied." The percentage frequency distribution of the principals' levels of satisfaction with job facets is reported in Table 5.1 (pp. 226-228). Facets of the job

which emerged as most satisfying for principals were in different areas. They included the principal's working relationships with teachers (mean of 5.5), the principal's relationships with students (5.4), and the principal's freedom to allocate teaching assignments (5.4). The facets rated slightly lower than these three were the principal's sense of accomplishment as an administrator (5.2), the principal's responsibility for formal teacher evaluation (5.2), the principal's relationships with other central office staff (5.2), attitudes of parents toward the school (5.1), achievement of the principal's own professional objectives (5.1), authority associated with the principal's position (5.1), and the principal's relationship with the superintendent (5.1). That is, the principals were most satisfied with the job facets associated with relationships, freedom, responsibility, authority, and achievement.

On the other hand, lowest mean levels of satisfaction were obtained for these facets: the salary the principal receives (4.1), fringe benefits under the contract (4.3), the way in which consultation between board and teachers concerning working conditions is conducted in the school system (4.3), the principal's involvement in decision-making at the district/division/county level (4.3), the number of hours the principal is required to work (4.5), attitudes of teachers toward change (4.5), the effect of the job on the principal's personal life (4.5), and opportunities for advancement as an administrator (4.5). The principals therefore were least satisfied with the job facets related mainly to working conditions, system decision-making, and opportunity for professional growth.

Overall Job Satisfaction

The respondents rated their overall feeling of job satisfaction on a six-point scale which ranged from 1 "highly dissatisfied" to 6 "highly satisfied." The frequency and percentage frequency distribution of their responses are reported in Table 5.2. No respondents were highly dissatisfied, and 4% were moderately or slightly dissatisfied. Of the 96% of the respondents who expressed slight, moderate or high overall satisfaction with their job, 36% were highly satisfied, 49% were moderately satisfied, and 11% slightly satisfied.

Table 5.2

Frequency and Percentage Frequency Distributions of Overall Job Satisfaction Levels of Principals (n = 83)

Level of Overall Job Satisfaction	f	% f
1. Highly Dissatisfied	–	–
2. Moderately Dissatisfied	2	2.4
3. Slightly Dissatisfied	1	1.2
4. Slightly Satisfied	9	10.8
5. Moderately Satisfied	41	49.4
6. Highly Satisfied	30	36.2

Mean = 5.2; SD = 0.85

In order to gain more insight into the nature of overall satisfaction, the interview respondents were asked what gave them the most and least satisfaction. In other words, what were their greatest sources of satisfaction and dissatisfaction?

Greatest Sources of Job Satisfaction

The greatest sources of job satisfaction identified by the interview respondents are summarized in this section.

1. Six principals emphasized that "students" were the most important source of job satisfaction. These respondents claimed to have gained considerable satisfaction from observing the achievement, growth, and success of students, both academically and socially. Their job satisfaction partly derived from sharing in the development of their students and in helping to prepare them for the future. Another principal referred to "good relationships with students" as a source of job satisfaction.

2. Two principals referred to working with teachers, as well as with students, as an important source of job satisfaction. For two other principals, a positive school climate gave them much satisfaction. One principal stated that the dedication of teachers to their tasks, resulting in them challenging students to the maximum and caring for them as human beings, was a major source of job satisfaction.

3. Other principals identified other sources of job satisfaction as follows: (a) good and appropriate behavior of students, (b) the ability to provide the best kind of program from which students could benefit, (c) the opportunity to use financial resources to support learning, (d) providing leadership to the school, and (e) relationships with students and their parents.

The following paraphrased responses show how the principals described their greatest sources of job satisfaction:

1. Seeing success of students in academic and extra-curricular activities. Being able to relate directly to students and to observe something positive coming from that relationship.

2. Working with young people, seeing them progress and improve. Being a part of their development socially as well as academically. It's a privilege to be a part of preparing kids for the world of their future.

3. Working with a particular age group of students and watching them grow from immature young boys and girls, with no responsibility for anything. When they finish Grade 9 they become mature with responsibility, are able to cope with a lot of things in life, have responsibility for their own achievement and for other people.

4. Providing leadership to the school and being a leader. As a junior high school principal, I enjoy working with children at this age level. I find them very interesting. They are changing physically and emotionally. At this stage they need a lot of help and I enjoy giving them help.

Greatest Sources of Job Dissatisfaction

The greatest sources of job dissatisfaction expressed by the interview respondents are provided in these statements.

1. Three principals referred to the lack of effort on the part of students and their unwillingness to strive for academic excellence, while another principal identified students who had social problems and students who were unhappy at school as sources of dissatisfaction.

2. Three principals regarded "teachers" as major sources of job dissatisfaction in some way. Those principals gained much dissatisfaction from being unable to motivate certain staff members, to deal with teachers who were unprofessional, and to handle conflicts with students.

3. Two principals considered the things they did not have control over, but which had an impact on the school (e.g., method of budgeting, funding, decision-making from superordinates, and system decisions), as major sources of job dissatisfaction. Two other principals agreed that bureaucracy in the central office gave

them a high degree of job dissatisfaction.

4. The principals also identified other sources of job dissatisfaction as (a) insufficient resources available to meet student needs, (b) financial cutbacks, (c) routine tasks relating to paperwork, and (d) workload in administration. However, one principal reported no major source of job dissatisfaction.

These paraphrased responses showed how the principals described their greatest sources of job dissatisfaction.

1. Seeing students fail to improve themselves academically when they reach a certain level. Then seeing them drop out of school and drift on with problems.

2. Handling routine tasks especially regarding paperwork, and things which are not related to people directly even they are necessary. Dealing with children who had social problems without support from home and school itself.

3. Having to deal with things that you can't control, and things which have an impact on the school from outside. Sometimes it is the system decision that affects the school. Sometimes it is things that take away your time from operating the school.

4. Being unable to motivate certain staff members in moving in the direction that I would like to see as being beneficial to the school.

Relationships Among Job Satisfaction and Selected Organizational and Personal Characteristics

In this section, the extent to which job satisfaction of principals was related to selected organizational and personal characteristics is described. Comparison of means was used to determine these relationships. The following organizational characteristics of schools were selected: (a) school setting, (b) type of school system, and (c) school size, as assessed by (i) number of students, (ii) number of full-time equivalent teachers, and (iii) number of vice-principals. The personal characteristics

of principals were sex and age. Other selected variables were long-term career aspirations, years of experience as principals, and years of post-secondary education.

Overall Job Satisfaction and School Setting

The means of the overall job satisfaction of junior high school principals in city, town, and rural locations are reported in Table 5.3.

Table 5.3

Means of Overall Job Satisfaction of Principals Classified by Selected Organizational Characteristics

Organizational Characteristic	f	Mean	S.D.
School Setting (n =82)			
City	63	5.21	0.83
Town	15	4.80	0.94
Rural	4	5.50	0.58
Type of School System (n = 83)			
Public District	50	5.16	0.98
Separate District	13	5.23	0.73
County	8	5.25	0.46
School Division	12	5.00	0.60

The means of the principals' job satisfaction in rural schools was substantially higher than the means of the other two groups (5.50 vs. 5.21 and 4.80). Thus, the principals of junior high schools in rural locations tended to be more satisfied with their job than were the principals in city or town locations. However, the cell size in the rural category was small with only four schools. The mean of the 63 principals in

city schools was substantially higher than was the mean of the 15 principals in town schools (5.21 vs. 4.80).

Overall Job Satisfaction and Type of School System

The means of the overall job satisfaction of junior high school principals in public districts, separate districts, counties, and divisions are reported in Table 5.3. The overall job satisfaction of the county principals was as the same level as that of the principals in separate districts (5.23 vs. 5.25) but slightly higher than that of the public district principals (5.16) and somewhat higher than that of the school division principals (5.00).

Overall Job Satisfaction and Size of School

The means of the overall job satisfaction of principals in groups classified by three different criteria of school size are reported in Table 5.4.

Number of students. The means of the overall job satisfaction of the two groups of principals--those in larger schools of 450-549 students and 550 students or more--were substantially higher than were the means of the other three groups of principals--those in schools of 250-349 students, 350-449 students or less than 250 students (5.50 and 5.35 vs. 5.19, 4.85, and 4.83). Therefore, principals in the schools of 450-549 students (which can be viewed as "medium size") expressed the highest mean overall satisfaction.

Number of full-time equivalent teachers. The level of overall job satisfaction of the group of principals in schools with 35 or more teachers was somewhat higher than the levels for principals in schools having fewer teachers (5.50 vs. 5.31 and 5.20). Principals in schools with 15-24 teachers expressed the lowest mean overall satisfaction (4.91).

Table 5.4

Means of Overall Job Satisfaction of Principals Classified by Selected School Size Characteristics

Characteristic of School Size	f	Mean	S.D.
Number of Students (n = 83)			
Fewer than 250	12	4.83	1.12
250 - 349	16	5.19	0.75
350 - 449	20	4.85	0.88
450 - 549	18	5.50	0.79
550 or more	17	5.35	0.61
Number of Full-Time Equivalent Teachers (n = 80)			
Fewer than 15	10	5.20	0.63
15 - 24	34	4.91	1.03
25 - 34	26	5.31	0.74
35 or more	10	5.50	0.53
Number of Vice-Principals (n = 81)			
0	5	5.00	0.71
1	56	5.14	0.84
2	20	5.25	0.91

Number of vice-principals. The level of overall job satisfaction of the group of principals in schools with two vice-principals was slightly higher than the level for principals in the other two groups of schools having one or no vice-principals (5.25 vs. 5.14 and 5.00).

These results all point to higher overall job satisfaction of principals being associated with larger junior high school size.

Overall Job Satisfaction and Personal Characteristics of Principals

The means of the overall job satisfaction of principals in groups classified by personal characteristics of principals are reported in Table 5.5 and discussed below.

Table 5.5

Means of Overall Job Satisfaction of Principals Classified by Personal Characteristics of Principalsand Long-Term Career Aspirations (n = 83)

Category	f	Mean	S.D.
Sex			
Female	4	5.50	0.58
Male	79	5.14	0.86
Age			
Less than 40	12	5.33	0.49
40 - 49	49	5.16	0.83
50 or older	22	5.05	1.05
Career Aspiration			
Principalship	44	5.18	0.58
Other Aspirations	27	5.15	1.03

Sex. The mean of the overall job satisfaction of the four female principals was substantially higher than that of the 79 male principals (5.50 vs. 5.14).

Age. The overall job satisfaction of the younger group of principals (less than 40) was substantially higher than that of the principals of the older group (5.33 vs.

5.05), and the job satisfaction of the middle-aged group (40-49 years) was mid-way between that of the youngest and oldest groups (5.16).

Overall Job Satisfaction and Long-Term Career Aspirations

The means of the overall job satisfaction of principals classified by long-term career aspirations are reported in Table 5.5. The level of overall job satisfaction of the group of principals who aspired for principalship was slightly higher than that of the group who had other aspirations (5.18 vs. 5.15).

Overall Job Satisfaction and Years of Experience as Principals

The means of the overall job satisfaction of principals in groups classified by different characteristics of experience are reported in Table 5.6.

In present position. The overall job satisfaction of principals with either three years or ten or more years of experience in their present position was substantially higher than that of principals in the other groups (5.43 and 5.35 vs. 5.17, 5.07, and 5.00). Principals with only one year in their present position reported the lowest level of overall job satisfaction (4.89). However, some of the cell sizes were quite small--5, 7, and 9.

In prior principalship. The overall satisfaction of the 20 principals with 1-4 years of prior principalship experience was slightly higher than that of 27 and 19 principals with either 5-9 years of such experience or none (5.30 vs. 5.15 and 5.16). The 14 principals with 10 or more years of prior principalship experience reported the lowest level of overall job satisfaction (4.86).

Total years in principalship. The overall job satisfaction of the 10 principals with 2-4 total years as a principal was substantially higher than that of the two groups of the 64 principals with more years of principalship in total (5.50 vs. 5.30 and

Table 5.6

Means of Overall Job Satisfaction of Principals Classified by Years of Experience as Principals

Years of Experience	f	Mean	S.D.
In Present Position (n =78)			
1	9	4.89	1.27
2	14	5.07	1.14
3	7	5.43	0.54
4	5	5.00	0.71
5 - 9	23	5.17	0.78
10 or more	20	5.35	0.59
In Prior Principalship (n = 80)			
0	19	5.16	0.96
1 - 4	20	5.30	0.66
5 - 9	27	5.15	0.66
10 or more	14	4.86	1.23
Total Years in Principalship (n = 78)			
1	4	4.50	1.73
2 - 4	10	5.50	0.53
5 - 9	20	5.30	0.66
10 or more	44	5.11	0.87

5.11). The four principals with only one year in total experience of principalship expressed the lowest mean overall satisfaction (4.50).

Overall Job Satisfaction and Years of Post-Secondary Education

The means of the overall job satisfaction of principals in groups classified by years of education they had in post-secondary level are reported in Table 5.7. The overall job satisfaction of the 18 principals with 4 or fewer years of post-secondary

Table 5.7

Means of Overall Job Satisfaction of Principals Classified by Years of Post-Secondary Education of Principals (n = 81)

Years of Post-Secondary Education	f	Mean	S.D.
4 or fewer	18	5.50	0.52
5	18	4.72	0.83
6	41	5.20	0.87
7 or more	4	5.25	1.50

education was substantially higher than that of the three groups of 63 principals with more years of post-secondary education (5.50 vs. 4.72, 5.20, and 5.25).

Importance of Job Facets for Satisfaction

Principals also rated the importance of the contribution of job facets to their overall satisfaction on a four-point scale ranging from 1 "none" to 4 "extreme." The percentage frequency distributions of their perceptions is reported in Table 5.8 (pp. 229-231). Those job facets which were perceived as most important for junior high school principals' satisfaction were personnel-related matters: the principal's working relationships with teachers (mean of 4.0), the teaching competence of teachers (4.0), and satisfaction and morale of the staff (4.0). Student-related matters such as satisfaction and morale of students (3.9), and achievement of students (3.9) were rated as the second most important group, together with the help the principal gives teachers

and students to succeed (3.9), attitudes of parents toward the school (3.9), and the principal's sense of accomplishment as an administrator (3.9).

Matters that were judged to be of least importance for principals' job satisfaction were the principal's social relationships with teachers (2.9), the principal's social position in the community (2.9), and the principal's involvement in decision-making at the district/division/county level (3.1).

In the interview, the respondents were informed of the job facets which had been rated on the questionnaire responses as the most important and the least important for their job satisfaction. The respondents were asked to give explanations or observations about the findings, which are summarized below:

1. Six principals agreed that the job facets rated as the most important met their expectations. For them, those job facets were considered very important in terms of positive feeling and success for teachers and students. One principal stated that

> The rating isn't surprising at all. If you don't have good working relationships with teachers you are not going to have good working relationships at all in the school. Sometimes it relates to competence of teachers. If you have a staff that are not really competent, you will have to work at it.

2. Two principals were surprised with the rating because the job facets which had been rated as the most important for job satisfaction were not related to students. One principal stated that

> I feel surprised to see that the relationship with students is not a major source of job satisfaction of junior high school principals. What they judged seems totally related to teachers only.

3. Seven principals agreed with what had been rated as least important. They saw no effect of the community either on their working lives or social lives. These are some of their paraphrased responses:

> I don't live in the local community. I don't have much to do with it except through school activities.
>
> I don't live in the community where my school is.
>
> Most principals are not concerned with social standing as much as are business people.

However, three principals found these aspects quite important for their job satisfaction.

Table A, which shows the Pearson correlation coefficients between principals' perceptions of their overall job satisfaction and satisfaction with 41 individual facets, occurs at the end of Appendix E. Similar Tables B and C for school effectiveness and effectiveness of principals immediately follow Table A.

Level of Job Satisfaction and Importance

Comparison of the ranks of the ten most satisfying facets and the ten most important criteria for overall job satisfaction of principals is displayed in Table 5.9. Rankings of the principal's working relationships with teachers were highest in level of satisfaction and equal highest in level of importance; the other facet having the equal highest importance rating was the teaching competence of teachers, which ranked 13.5 on actual satisfaction. Other facets in the top ten ranks in both actual satisfaction and importance were the principal's relationships with students (ranks 2 and 10), the principal's freedom to allocate teaching assignments (ranks 3 and 9), the principal's sense of accomplishment as an administrator (ranks 5 and 6.5), attitudes of parents toward the school (ranks 8 and 6.5), and satisfaction and morale of the staff (10.5 and 3). Other facets ranked in the top ten for actual satisfaction had these respective ranks: the principal's responsibility for formal teacher evaluation (4 and 14), the principal's relationships with other central office staff (6 and 29), the principal's relationship with the superintendent (7 and 25), and authority associated with the principal's position

Table 5.9

Comparison of the Ten Most Satisfying Facets and the Ten Most Important Criteria for Overall Job Satisfaction of Principals

Job Facet	Satisfaction Level		Importance	
	Mean Rating	Rank	Mean Rating	Rank
1. The principal's working relationships with teachers	5.518	1	3.976	1.5
2. The principal's relationships with students	5.393	2	3.798	10
3. The principal's freedom to allocate teaching assignments	5.386	3	3.821	9
4. The principal's responsibility for formal teacher evaluation	5.238	4	3.643	14
5. The principal's sense of accomplishment as an administrator	5.155	5	3.845	6.5
6. The principal's relationships with other central office staff	5.179	6	3.321	29
7. The principal's relationship with the superintendent	5.107	7	3.417	25
8. Attitudes of parents toward the school	5.083	8	3.845	6.5
9. Authority associated with the principal's position	5.071	9	3.548	19
10. Satisfaction and morale of the staff	5.060	10.5	3.964	3
11. Achievement of the principal's own professional objectives	5.060	10.5	3.595	16
12. The teaching competence of teachers	5.024	13.5	3.976	1.5
13. The help the principal gives teachers and students to succeed	4.929	16	3.869	4
14. Achievement of students	4.855	20.5	3.857	5
15. The attitudes of students toward education	4.590	27	3.833	8

(9 and 19). Conversely, other facets ranked in the top ten for importance had these respective ranks: the help the principal gives teachers and students to succeed (4 and 16), achievement of students (5 and 20.5), and the attitudes of students toward education (8 and 27). The rankings of these facets on levels of actual satisfaction and importance showed substantial differences.

The Spearman's and Kendall's coefficients for the relationship between importance and actual satisfaction scores were .394 and .266. These coefficients indicated low positive association between the actual and importance measure. That is, the facets with which the principals were most satisfied were generally not perceived by them to be of the highest importance, and vice versa.

Summary

With regard to overall job satisfaction, 96% of the respondents reported experiencing satisfaction with their work (36% "highly satisfied," 49% "moderately satisfied," and 11% "slightly satisfied"). Only 4% of the principals in the study expressed overall dissatisfaction.

Principals in rural or city locations (as compared with town locations), counties or separate school districts, and "medium-size" schools (i.e., 450-549 students) tended to report substantially higher overall job satisfaction levels than did principals in other circumstances: however, the numbers in some of these categories were small. Female principals, principals under 40 years of age, and principals who had some prior experience as a principal tended to express higher overall job satisfaction.

The facets of the job which had the highest mean satisfaction levels related to the principal's relationships with teachers, students, and central office staff, their sense of accomplishment, parental attitudes, freedom, authority, responsibility, and achievement. On the other hand, lowest mean levels of satisfaction related mainly to working conditions, system decision-making, effects of the job on their life, and opportunity for professional growth.

Most important, however, for junior high school principals' job satisfaction were facets related to working relationships with teachers and the competence and morale of teachers. Student-related matters (e.g., morale and achievement) were also seen to be central to principals' satisfaction, as were parental attitudes toward the school and the principal's sense of accomplishment as an administrator. Matters that were judged to be of least importance for principals' job satisfaction included the principal's social standing in the community, social relationships with teachers, and involvement in district-level decision-making. These findings were generally substantiated by opinions provided by the ten principals who were interviewed, although some discrepancies were noted.

The results of the comparison between levels of actual satisfaction and importance show that some of the facets with which the principals were most satisfied were generally not perceived by them to be of the highest importance, and vice versa.

CHAPTER 6

EFFECTIVENESS OF SCHOOLS

This chapter presents a four-part analysis of the questionnaire data on school effectiveness, along with the information obtained from interviewing ten principals. In the first part, the principals' perceptions of the levels of effectiveness of junior high schools with specific school aspects are reported. The principals' perceptions of overall effectiveness of junior high schools are presented in the second part. In the third part, relationships between levels of overall school effectiveness and selected organizational and personal characteristics are described. Finally, the principals' perceptions of the importance of criteria for judging effectiveness of junior high schools are reported. This chapter therefore provides information relevant to these three research questions on school effectiveness:

Question 2 (a): What is the perception of junior high school principals about the effectiveness of their schools?

Question 2 (b): Which criteria are perceived as the most important for assessing the effectiveness of junior high schools?

Question 2 (c): To what extent is overall school effectiveness related to organizational and personal characteristics of principals?

Levels of Effectiveness with School Aspects

Junior high school principals rated the effectiveness of their schools on 38 dimensions on a six-point scale ranging from 1 "highly ineffective" to 6 "highly effective." The percentage frequency distribution of principals' perceptions of the effectiveness of their schools is reported in Table 6.1 (pp. 232-234). Junior high

school principals saw their schools as most effective on the dimensions of maintaining an appropriate school climate (mean of 5.4 on a 6-point scale), providing worthwhile extra-curricular activities (5.4), emphasizing academic subjects (5.3), and enforcing behavioral rules among students (5.3). Many other aspects of the school were also assigned high ratings, including maintaining high expectations of students (5.2), preparing students for the senior high school program (5.2), encouraging academic success (5.2), maximizing student satisfaction and morale (5.2), maintaining low turnover of staff (5.2), maintaining high expectations of staff (5.2), maintaining communication with the community (5.2), and obtaining support from the community (5.2). That is, the schools were rated by their principals as being particularly effective on the aspects related mainly to climate, program, discipline, student achievement, and community linkages.

Principals rated their schools as least effective on the aspects of maximizing the satisfaction of the non-parent community (4.4), maximizing development of creativity (4.6), discussing, planning and preparing lessons and instructional materials collaboratively (4.7), keeping up-to-date with new methods and technology (4.8), and communicating school goals to students (4.8). However, these still averaged between "slight" and "moderate" on the effectiveness scale. The schools were therefore seen by their principals as being least effective on the aspects related to non-parent community, creativity, collaborative work, communication about goals, and professional development of staff.

Overall School Effectiveness

All respondents rated the overall effectiveness of their schools on a six-point scale ranging from 1 "highly ineffective" to 6 "highly effective." The frequency and percentage frequency distributions of their responses are reported in Table 6.2. No respondents rated their schools as ineffective, and only 7% rated them as slightly effective. A moderately effective rating was provided by 64%, while 29% rated their schools to be highly effective.

Table 6.2

Frequency and Percentage Frequency Distributions of Overall School Effectiveness Levels (n = 84)

Level of Overall School Effectiveness	f	% f
1. Highly Ineffective	–	–
2. Moderately Ineffective	–	–
3. Slightly Ineffective	-	-
4. Slightly Effective	6	7.1
5. Moderately Effective	54	64.3
6. Highly Effective	24	28.6

Mean = 5.2; S.D. = 0.56

With regard to the overall effectiveness of junior high schools, the interview respondents were asked to (a) identify "the prime indicator of the effectiveness of a

junior high school," (b) identify "the factor which most inhibits the effectiveness of a junior high school," and (c) give suggestions for improving the effectiveness.

Prime Indicators of the Effectiveness of Schools

Some respondents identified more than one indicator of the effectiveness of junior high schools. Five principals referred to "climate of the school," two identified orientation to excellence, and two others identified positive relationships between teachers and students, administration and teachers, and administration and students. Other principals variously identified (a) happy students and happy teachers, (b) positive attitudes of students toward school, and (c) satisfaction of teachers, students, and parents.

Factors Which Most Inhibit School Effectiveness

With respect to factors which most inhibit the effectiveness of junior high schools, two principals identified poor qualities of staff, two identified lack of responsibility and accountability on the part of parents, while one each identified (a) the lack of mobility of staff, (b) the Secondary Education Review, (c) poor pupil-teacher relationships, and a poor school-community relationship which resulted in low staff morale, (d) availability of resources within the school, the school system, and the community, (e) large class size, and (f) funding cutbacks.

Suggestions for Improving School Effectiveness

The suggestions given by the interview respondents for improving the effectiveness of junior high schools are summarized in these statements.

1. Three principals believed that improving the quality of curriculum could improve the effectiveness of junior high schools. One of the reasons given was that students needed more complementary and core courses which would result in more

exploration. But two other principals believed in maintaining a positive atmosphere and an open climate, and improving staff-student relationships.

2. Other principals' suggestions included (a) make more resources available, (b) provide a good selection of teachers with specific qualities in dealing with junior high school students, (c) clarify the perceptions of staff and students about the role of the principal, (d) increase funding, (e) demonstrate a caring attitude for students and use an appropriate approach to discipline students, (f) improve the transition from elementary schools, and (g) provide on-going professional development for staff.

Relationships Between Overall School Effectiveness and Selected Organizational and Personal Characteristics

In this section, the relationships between the effectiveness of junior high schools and selected organizational and personal characteristics is described. Comparison of means was used to determine the extent to which the overall school effectiveness was related to those characteristics. The same organizational and personal characteristics were used for analysis as were used in Chapter 5. Other selected characteristics were long-term career aspirations, years of experience as principals, and years of post-secondary education.

Overall School Effectiveness and School Setting

The means of the overall effectiveness of junior high schools in city, town and rural locations are reported in Table 6.3. The overall effectiveness of junior high schools in the city and rural locations were about the same (5.28 vs. 5.25), and they were both substantially higher than that of junior high schools in town locations (4.93).

Table 6.3

Means of Overall School Effectiveness Classified by Selected Organizational Characteristics

Organizational Characteristic	f	Mean	S.D.
School Setting (n = 83)			
City	64	5.28	0.07
Town	15	4.93	0.46
Rural	4	5.25	0.50
Type of School System (n = 84)			
Public District	51	5.29	0.61
Separate District	13	5.23	0.44
County	8	5.25	0.46
School Division	12	4.83	0.39

Overall School Effectiveness and Type of School System

The means of the overall effectiveness of junior high schools in public districts, separate districts, counties, and divisions are reported in Table 6.3. The overall effectiveness of schools in public districts, counties, and separate districts were approximately the same (5.29, 5.25, and 5.23), and all were substantially higher than that of schools in divisions (4.83).

Overall School Effectiveness and Size of School

The means of the overall effectiveness of junior high schools classified by three different measures of school size are reported in Table 6.4.

Table 6.4

Means of Overall School Effectiveness Classified by Selected School Size Characteristics

Characteristic of School Size	f	Mean	S.D.
Number of Students (n = 84)			
Fewer than 250	12	5.08	0.52
250 - 349	16	5.06	0.57
350 - 449	20	5.25	0.55
450 - 549	18	5.44	0.62
550 or more	18	5.17	0.52
Number of Full-Time Equivalent Teachers (n = 81)			
Fewer than 15	10	5.00	0.47
15 - 24	34	5.18	0.58
25 - 34	27	5.37	0.57
35 or more	10	5.20	0.63
Number of Vice-Principals (n = 82)			
0	5	4.80	0.45
1	57	5.19	0.55
2	20	5.40	0.60

Number of students. The means of the overall effectiveness of the group of junior high schools with 450-549 students was somewhat higher than the means of the two groups of schools with 350-449 students and 550 or more students (5.44 vs. 5.25 and 5.17) and substantially higher than the means of the other two groups of schools with 250-349 students and fewer than 250 (5.44 vs. 5.06 and 5.08).

Number of full-time equivalent teachers. The level of overall effectiveness of the group of junior high schools with 25-34 teachers was somewhat higher than that of the two groups of schools with 15-24 teachers and with 35 or more teachers (5.37 vs. 5.18 and 5.20), and was substantially higher than that of schools having fewer than 15 teachers (5.00).

Number of vice-principals. The level of overall effectiveness of the group of junior high schools with two or more vice-principals was substantially higher than that of the other two groups of schools having one or no vice-principals (5.40 vs. 5.19 and 4.80).

These results all point to the highest overall ratings of effectiveness of junior high schools being associated with moderate school size, i.e., about 500 students.

Overall School Effectiveness and Personal Characteristics of Principals

The means of the overall effectiveness of junior high schools classified by personal characteristics of principals are reported in Table 6.5.

Sex. The overall effectiveness of junior high schools rated by the four female principals was substantially higher than that rated by 80 male principals (5.50 vs. 5.20).

Age. The overall effectiveness of junior high schools rated by the oldest group of principals (50 or more) was somewhat higher than that rated by the younger groups of principals (5.30 vs. 5.17 and 5.18).

Overall School Effectiveness and Long-Term Career Aspirations

The means of the overall effectiveness of junior high schools classified by long-term career aspirations of principals are reported in Table 6.5. The level of overall effectiveness of junior high schools was very slightly higher as rated by the

Table 6.5

Means of Overall School Effectiveness Classified by Personal Characteristics of Principals and Long-Term Career Aspirations (n = 84)

Category	f	Mean	S.D.
Sex			
Female	4	5.50	0.58
Male	80	5.20	0.56
Age			
Less than 40	12	5.17	0.39
40 - 49	49	5.18	0.60
50 or older	23	5.30	0.56
Career Aspiration			
Principalship	45	5.18	0.49
Other Aspirations	27	5.22	0.64

group of principals who aspired to positions other than the principalship (5.22 vs. 5.18).

Overall School Effectiveness and Years of Experience as Principals

The means of the overall effectiveness of junior high schools classified by years of experience as principals are reported in Table 6.6.

In present position. The highest ratings of effectiveness of junior high schools were obtained from three groups of principals--those with 3 years, 5-9 years, and 10 or more years in their present position (5.29, 5.30 and 5.30). The lowest level of

Table 6.6

Means of Overall School Effectiveness Classified by Years of Experience as Principals

Years of Experience of Principals	f	Mean	S.D.
In Present Position (n = 79)			
1	9	4.78	0.44
2	14	5.14	0.66
3	7	5.29	0.76
4	6	5.17	0.41
5 - 9	23	5.30	0.47
10 or more	20	5.30	0.57
In Prior Principalship (n = 81)			
0	19	5.11	0.46
1 - 4	20	5.30	0.57
5 - 9	27	5.30	0.54
10 or more	15	5.13	0.74
Total Years in Principalship (n =79)			
1	4	4.75	0.50
2 - 4	10	5.30	0.48
5 - 9	20	5.20	0.41
10 or more	45	5.22	0.64

school effectiveness was rated by the group of principals with only one year in their present position (4.78).

In prior principalship. The overall effectiveness of junior high schools rated by two groups of principals with 1-4 years and 5-9 years of experience was somewhat higher than that rated by the principals with 10 or more years and those without any

prior principalship experience (5.30 and 5.30 vs. 5.13 and 5.11).

Total years in principalship. The overall effectiveness of junior high schools rated by the group of principals with 2-4 total years of experience as principals was somewhat higher than that rated by the groups of principals with more years of principalship in total (5.30 vs. 5.20 and 5.22). The lowest ratings of school effectiveness were obtained from the group of principals with only one year in total experience (4.75).

Overall School Effectiveness and Years of Post-Secondary Education

The means of the overall effectiveness of junior high schools classified by years of post-secondary education are reported in Table 6.7.

Table 6.7

Means of Overall School Effectiveness Classified by Years of Post-Secondary Education of Principals (n = 82)

Years of Post-Secondary Education	f	Mean	S.D.
4 or fewer	18	5.33	0.59
5	18	5.06	0.64
6	42	5.21	0.52
7 or more	4	5.50	0.57

The overall effectiveness of junior high schools rated by the group of four principals with 7 or more years of post-secondary education was somewhat higher than that rated by the groups of principals with 4 or fewer years (5.50 vs. 5.33), and substantially higher than that rated by the other groups of principals with 5 or 6 years of post-secondary education.

Therefore, principals with these characteristics tended to rate their schools' effectiveness higher--female, over 50 years of age, not in the first year as principal of the school, and having seven or more years of post-secondary education.

The Importance of Criteria for Judging School Effectiveness

Principals rated the importance of the contribution of school aspects to the effectiveness of junior high schools on a four-point scale ranging from 1 "none" to 4 "extreme." The percentage frequency distributions of their perceptions of the importance of those aspects are reported in Table 6.8 (pp. 235-237). School aspects which emerged as the most important criteria for judging school effectiveness were setting school goals (mean of 3.9), maintaining high expectations of students (3.9), maximizing student satisfaction and morale (3.9), maintaining an appropriate school climate (3.9), acknowledging the achievements of staff and students (3.9), maximizing the job satisfaction of individual staff members (3.9), maximizing the morale of the staff as a group (3.9), maintaining high expectations of staff (3.9), using appropriate teaching methods (3.9), and displaying leadership by the principal (3.9).

School aspects rated as the most important criteria were related to achievement of students, satisfaction, expectations, and leadership of the principal. The least important criteria for judging effectiveness of junior high schools were assigned to the

aspects of maximizing the satisfaction of the non-parent community (3.1), maintaining low turnover of staff (3.2), and emphasizing academic subjects (3.3).

The interview respondents were asked to give their opinions about these ratings. Their comments are summarized as follows:

1. Six principals agreed that setting school goals had top priority. Maintaining high expectations for students was also very important as long as schools tried to challenge students to do their best. Another principal agreed, but under the condition that the school goals being set were instructional goals. For him, setting instructional goals could help lead a school toward success.

2. Five principals did not agree with one of the aspects being rated as least important--maximizing non-parent satisfaction. On the contrary, they rated it quite important since non-parent satisfaction could affect the support that education receives.

3. Four principals agreed that maintaining low turnover of staff was of least importance. For them, turnover of staff was sometimes necessary especially for those teachers who did not fit into directions or goals. However, four principals regarded low turnover of staff as useful since it meant that staff knew students, the school, and parents quite well. This is important if continuity is to be promoted.

4. With respect to enlisting the support of the non-parent community, the interview respondents varied in the degree of the importance that they placed on this matter as a means of increasing school effectiveness. Four principals saw it as very important since the community gave financial support to education. But three others did not consider it as very important. In their view, a school should be seen as a positive place by the community. This view was supported by two principals who stated that the community should feel and know that good things were happening in

school. However, this aspect was considered to contribute very little to the overall effectiveness of their schools.

Level of School Effectiveness and Importance

Comparison of the ranks of the ten most effective and the ten most important criteria for judging overall effectiveness of schools is displayed in Table 6.9. Rankings of maintaining an appropriate school climate were highest in level of effectiveness and second highest in level of importance; the other criterion having the equal highest importance rating was acknowledging the achievements of staff and students, which ranked 14 in effectiveness level. Other criteria in the top ten ranks in both effectiveness and importance were maintaining high expectations of staff (ranks 8.5 and 6), and maintaining high expectations of students (ranks 8.5 and 4). Other criteria ranked in the top ten for effectiveness had these respective ranks: providing worthwhile extra-curricular activities (2 and 21), enforcing behavioral rules among students (3 and 29.5), emphasizing academic subjects (4 and 33), encouraging academic success (5 and 17.5), obtaining support from the community (6 and 14), maintaining communication with the community (7 and 12.5), and preparing students for the senior high school program (8.5 and 27). Conversely, other criteria ranked in the top ten for importance had these respective ranks: maximizing the morale of the staff as a group (1 and 18.5), displaying leadership by the principals (5 and 13), maximizing the job satisfaction of individual staff members (7 and 28), maintaining student satisfaction and morale (8 and 11), setting school goals (9 and 17), and using appropriate teaching methods (10 and 20.5). The rankings of these criteria on levels of school effectiveness and importance therefore showed substantial differences.

The Spearman's and Kendall's coefficients for the relationship between importance and actual school effectiveness scores were .277 and .211. These coefficients indicated low positive association between the actual and importance measures. That is, some of the

Table 6.9

Comparison of the Ten Most Effective Aspects and the Ten Most Important Criteria for Judging Overall Effectiveness of Schools

Criterion	School Effectiveness Level		Importance	
	Mean Rating	Rank	Mean Rating	Rank
1. Maintaining an appropriate school climate	5.417	1	3.940	2.5
2. Providing worthwhile extra-curricular activities	5.345	2	3.655	21
3. Enforcing behavioral rules among students	5.253	3	3.500	29.5
4. Emphasizing academic subjects	5.250	4	3.321	33
5. Encouraging academic success	5.226	5	3.714	17.5
6. Obtaining support from the community	5.220	6	3.783	14
7. Maintaining communication with the community	5.202	7	3.786	12.5
8. Maintaining high expectations of staff	5.190	8.5	3.905	6
9. Maintaining high expectations of students	5.190	8.5	3.929	4
10. Preparing students for the senior high school program	5.190	8.5	3.512	27
11. Maintaining student satisfaction and morale	5.169	11	3.892	8
12. Maximizing the morale of the staff as a group	5.024	18.5	3.952	1
13. Acknowledging the achievements of staff and students	5.119	14	3.940	2.5
14. Displaying leadership by the principal	5.145	13	3.926	5
15. Maximizing the job satisfaction of individual staff members	4.881	28	3.893	7
16. Setting school goals	5.060	17	3.869	9
17. Using appropriate teaching methods	4.988	20.5	3.855	10

1. For this comparison only, the criterion "displaying leadership by the principal" was compared with principals' mean ratings of effectiveness on the item "your overall effectiveness as a leader," which appeared in the principalship effectiveness section of the questionnaire; effectiveness ratings on this dimension are discussed in detail in the next chapter. With the inclusion of this item, both sets of ranks were based on mean ratings for 39 items.

factors on which high effectiveness had been achieved were not those which were perceived as most important for judging the overall effectiveness of schools, and vice versa.

Summary

All of the principals in this study considered their schools to be effective (29% "highly effective," 64% "moderately effective," and 7% "slightly effective"). The highest ratings of effectiveness were obtained from principals in city and rural schools (as compared with those in towns), schools in public and separate districts and counties, and schools with 450-549 students. Principals who had the following characteristics, either individually or collectively, tended to rate their schools' effectiveness higher--female, over 50 years of age, not in the first year as principal of the school, and having seven or more years of post-secondary education.

The Alberta junior high school principals saw their schools as particularly effective on the dimensions of maintaining an appropriate school climate, providing worthwhile extra-curricular activities, and emphasizing academic subjects. Many other aspects of the school were also assigned high ratings. The lowest effectiveness ratings were obtained for maximizing the satisfaction of non-parent members of the community, displaying collaborative preparation of work by teachers, keeping up-to-date with new methods and technology, and developing creativity in students. But these still averaged between "slight" and "moderate" on the effectiveness scale.

Principals' ratings of the most important criteria for judging school effectiveness were setting school goals, maintaining high expectations of students and staff, maximizing satisfaction and morale of students and staff, maintaining an appropriate school climate, acknowledging achievements of staff and students, using

appropriate teaching methods, and displaying leadership by the principal. The lowest importance ratings were obtained for the aspects of maximizing the satisfaction of community members other than parents, maintaining low turnover of staff, and emphasizing academic subjects. This was not totally in agreement with the data obtained from the interviews because, according to the interview respondents, maximizing non-parent satisfaction was quite an important activity if schools are to obtain the input necessary for optimal effectiveness.

The results of the comparison between levels of school effectiveness and importance show that some of the factors on which high effectiveness had been achieved were generally not those which were perceived as most important for judging the overall effectiveness of schools, and vice versa.

CHAPTER 7

EFFECTIVENESS OF PRINCIPALS

This chapter presents a four-part analysis of the questionnaire data on effectiveness of junior high school principals and the interview data in this area. In the first part, principals' perceptions of the levels of their effectiveness with work aspects are reported. This is followed by principals' perceptions of the overall effectiveness of junior high school principals. Relationships between levels of principal effectiveness and selected organizational and personal characteristics are described in the third part. The last part contains principals' perceptions of the importance of criteria for judging effectiveness of principals. This chapter therefore provides information relevant to these three research questions about the effectiveness of principals:

Question 3 (a): What are the perceptions of junior high school principals about their own effectiveness as leaders?

Question 3 (b): Which criteria are perceived as the most important for assessing the effectiveness of junior high school principals?

Question 3 (c): To what extent is the overall effectiveness of principals related to their organizational and personal characteristics?

Effectiveness of Principals with Work Aspects

Junior high school principals rated their own effectiveness as leaders on 31 aspects of their work on a six-point scale ranging from 1 "highly ineffective" to 6 "highly effective." The percentage frequency distribution of their perceptions of their effectiveness as leaders is reported in Table 7.1 (pp. 238-239). The highest ratings of principals' effectiveness were obtained for the aspects of exercising exemplary

behavior at school (mean of 5.4 on a 6-point scale), making timely, appropriate, and acceptable decisions (5.3), communicating with staff (5.3), allocating tasks appropriately among staff (5.3), and encouraging high expectations of students (5.3).

Principals saw themselves as least effective in the aspects of enlisting the support of the non-parent community (4.3), communicating with community groups (4.7), adapting policies and procedures to respond to external changes and expectations (4.8), identifying community expectations (4.8), publicizing school goals (4.9), and obtaining qualified staff (4.9).

The principals rated themselves as most effective on the aspects related to leadership behavior and least effective on those related to community and implementing policies.

Overall Effectiveness of Principals

All but one of the respondents rated their overall effectiveness as leaders on the same six-point scale. The frequency and percentage frequency distributions of their responses are reported in Table 7.2. No respondents rated themselves as ineffective, and only 6% saw themselves as slightly effective. A moderate effectiveness rating was provided by 74%, while 21% rated themselves as highly effective principals.

The interview respondents were also asked to (a) identify the prime indicator of the principals' effectiveness, (b) identify the factor which most inhibited their effectiveness, and (c) give suggestions for improving their effectiveness.

Table 7.2

Frequency and Percentage Frequency Distributions of Overall Effectiveness Levels of Principals (n = 83)

Level of Overall Principal Effectiveness	f	% f
1. Highly Ineffective	–	–
2. Moderately Ineffective	–	–
3. Slightly Ineffective	–	–
4. Slightly Effective	5	6.0
5. Moderately Effective	61	74.0
6. Highly Effective	17	21.0

Mean = 5.14; S.D. = 0.50

Prime Indicators of Effectiveness of Principals

With regard to prime indicators of the effectiveness of junior high school principals, six principals identified leadership qualities of principals, while others identified (a) having a clear indication of the direction in which the school is going, (b) principal-student relationships, (c) principal-staff relationships, (d) perceptions of students and parents of how effective the principal was in doing his or her job, (e) confidence of teachers in the principal, and (f) translation of their instructional leadership in bringing about changes in the teaching-learning process.

Factors Which Most Inhibit Effectiveness of Principals

With respect to factors which most inhibit the effectiveness of junior high school principals, five principals identified time constraints, two identified day-to-day routine dealing with unexpected things related to student behavior, two identified

financial problems, while one each identified (a) ineffective staff, (b) inadequate resources, (c) excessive paperwork, and (d) poor relationships with staff and community, poor communication, and poor planning.

Suggestions for Improving Effectiveness of Principals

The suggestions given by the interview respondents for improving the effectiveness of junior high school principals are summarized in these statements.

1. Six principals agreed that seminars or meetings among junior high school principals would provide more opportunities to discuss successful procedures and solutions to problems.

2. Other suggestions included (a) using school-based budgeting, (b) having high expectations for staff and involving them more in decision-making, (c) having more time available, (d) using in-service training to give principals knowledge about dealing with adolescents, (e) improving instructional leadership of principals, and (f) gaining support from senior administrators in terms of recognition of junior high school principals.

Relationships Between Overall Effectiveness of Principals and Selected Organizational and Personal Characteristics

In this section, the extent to which the overall effectiveness of junior high school principals was related to selected organizational and personal characteristics is described. Comparison of means was used to determine those relationships. The same organizational and personal characteristics were used for analysis as in Chapters 5 and 6.

Overall Effectiveness of Principals and School Setting

The means of the overall effectiveness of junior high school principals in city, town, and rural locations are reported in Table 7.3. The level of overall effectiveness of principals in rural schools was approximately equivalent to that in city schools (5.25 vs. 5.21), and these were both substantially higher than that in town schools (4.87). However, the cell size in the rural category was small with only four schools.

Table 7.3

Means of Overall Effectiveness of Principals Classified by Selected Organizational Characteristics

Organizational Characteristic	f	Mean	S.D.
School Setting (n = 82)			
City	63	5.21	0.51
Town	15	4.87	0.35
Rural	4	5.25	0.50
Type of School System (n = 83)			
Public District	51	5.22	0.50
Separate District	13	5.08	0.49
County	7	5.29	0.49
Division	12	4.83	0.39

Overall Effectiveness of Principals and Type of School System

The means of the overall effectiveness of junior high school principals in public districts, separate districts, counties, and divisions are also reported in Table 7.3. The overall effectiveness of county principals and public district principals was

approximately the same (5.29 vs. 5.22), and they were somewhat higher than that of separate district principals (5.08), and substantially higher than that of principals in school divisions (4.83).

Overall Effectiveness of Principals and Size of School

The means of the overall effectiveness of junior high school principals in groups classified by three different criteria of school size are reported in Table 7.4.

Table 7.4

Means of Overall Effectiveness of Principals Classified by Selected School Size Characteristics

Characteristic of School Size	f	Mean	S.D.
Number of Students (n = 83)			
Fewer than 250	12	5.08	0.52
250 - 349	16	5.13	0.50
350 - 449	19	5.00	0.47
450 - 549	18	5.39	0.61
550 - or more	18	5.11	0.32
Number of Full-Time Equivalent Teachers (n = 80)			
Fewer than 15	10	5.00	0.47
15 - 24	33	5.09	0.52
25 - 34	27	5.30	0.54
35 or more	10	5.10	0.32
Number of Vice-Principals (n = 81)			
0	5	5.00	0.71
1	57	5.14	0.52
2	19	5.16	0.37

Number of students. The highest mean rating of overall effectiveness of principals was obtained from the group of principals in schools with 450-549 students (5.39). The level of overall effectiveness of those principals was substantially higher than that of the other groups of principals in schools with either fewer or more students (5.39 vs. 5.00, 5.13, 5.08, and 5.11). The lowest rating of overall effectiveness of principals was obtained from the group of principals in schools with 350-449 students (5.00).

Number of full-time equivalent teachers. The level of overall effectiveness of the group of principals in schools with 25-34 teachers was substantially higher than the levels for principals in schools having either fewer or more teachers (5.30 vs. 5.09, 5.00, and 5.10). Principals in schools with fewer than 15 teachers reported the lowest overall effectiveness as leaders (5.00).

Number of vice-principals. The level of overall effectiveness of the group of principals in schools with two vice-principals was approximately equivalent to the level for principals in the group of schools having one vice-principal (5.16 vs. 5.14) and these were somewhat higher than the overall effectiveness of schools with no vice-principals (5.00).

These results show that higher overall effectiveness of principals tended to be associated with junior high schools of moderately large size.

Overall Effectiveness of Principals and Personal Characteristics

The means of the overall effectiveness of principals in groups classified by personal characteristics are reported in Table 7.5.

Sex. The means of the overall effectiveness of the four female principals was substantially higher than that of the 79 male principals (5.75 vs. 5.11).

Age. The overall effectiveness of the middle-aged group of principals (40-49 years) was somewhat higher than that of the youngest and oldest groups (5.20 vs. 5.09 and 5.04).

Table 7.5

Means of Overall Effectiveness of Principals Classified by Personal Characteristics of Principals and Long-Term Career Aspirations (n = 83)

Category	f	Mean	S.D.
Sex			
Female	4	5.75	0.50
Male	79	5.11	0.48
Age			
Less than 40	11	5.09	0.54
40 - 49	49	5.20	0.50
50 or older	23	5.04	0.48
Career Aspiration			
Principalship	44	5.07	0.45
Other Aspirations	27	5.22	0.58

Overall Effectiveness of Principals and Long-Term Career Aspirations

The means of the overall effectiveness of principals classified by long-term career aspirations are reported in Table 7.5. The level of overall effectiveness was somewhat higher in the group of principals who aspired to positions other than the principalship (5.22 vs. 5.07).

Overall Effectiveness of Principals and Years of Experience as Principals

The means of the overall effectiveness of principals in groups classified by different characteristics of experience as principals are reported in Table 7.6.

Table 7.6

Means of Overall Effectiveness of Principals Classified by Years of Experience as Principals

Years of Experience of Principals	f	Mean	S.D.
In Present Position (n = 78)			
1	8	5.13	0.35
2	14	5.14	0.66
3	7	5.29	0.76
4	6	5.17	0.75
5 - 9	23	5.22	0.42
10 or more	20	5.00	0.32
In Prior Principalship (n = 80)			
0	18	5.11	0.47
1 - 4	20	5.20	0.52
5 - 9	27	5.19	0.48
10 or more	15	5.07	0.59
Total Years in Principalship (n = 78)			
1	3	5.00	0.00
2 - 4	10	5.30	0.68
5 - 9	20	5.10	0.45
10 or more	45	5.13	0.51

In present position. The highest rating of the overall effectiveness of junior high school principals was obtained from the group of principals with three years in present position (5.29). This level of overall effectiveness was slightly higher than the levels for principals having either fewer or more years in their present position (5.29 vs. 5.13, 5.14, 5.17, 5.22, and 5.00). The lowest mean rating came from the group of principals with 10 or more years in present position (5.00).

In prior principalship. The highest ratings of the overall effectiveness of junior high school principals were obtained from two groups of principals having 1-4 years and 5-9 years of principalship experience prior to their present position (5.20 and 5.19). This level of effectiveness was slightly higher than that of the other two groups of principals with either 10 or more years or without any experience in prior principalship (5.07 and 5.11).

Total years in principalship. The overall effectiveness of junior high school principals with 2-4 total years of experience as principals was substantially higher than that of principals with more years of principalship in total (5.30 vs. 5.10 and 5.13) and the group of principals with only one year in total experience (5.00).

Overall Effectiveness of Principals and Years of Post-Secondary Education

The means of the overall effectiveness of junior high school principals in groups classified by years of post-secondary education are reported in Table 7.7.

Table 7.7

Means of Overall Effectiveness of Principals Classified by Years of Post-Secondary Education of Principals (n = 81)

Years of Post-Secondary Education	f	Mean	S.D.
4 or fewer	18	5.17	0.38
5	17	4.88	0.49
6	42	5.21	0.52
7 or more	4	5.50	0.58

The overall effectiveness of the group of principals with 7 or more years of post-secondary education was substantially higher than that of the other groups who had fewer years of post-secondary education (.5.50 vs. 5.21, 4.88, and 5.17). The lowest rating of overall effectiveness was obtained from the group of principals who had 5 years of post-secondary education (4.88).

The Importance of Criteria for Judging Effectiveness of Principals

Principals rated the importance of the contribution to their effectiveness as leaders on a four-point scale ranging from "none" to "extreme." The percentage frequency distributions of their perceptions of the importance of those aspects are reported in Table 7.8 (pp. 240-241). Aspects of the work which emerged as the most important criteria for assessing the effectiveness of junior high school principals were making timely, appropriate, and acceptable decisions (mean of 3.9), improving the performance of staff (3.9), providing feedback to staff (3.9), communicating with staff (3.9), encouraging high expectations of students (3.9), promoting high expectations among staff members (3.9), fostering high morale among staff and students (3.9), and obtaining qualified staff (3.9). The next highest ratings were assigned to such aspects as coordinating the development of school goals (3.8), promoting the achievement of school goals (3.8), exercising instructional leadership (3.8), providing an appropriate work environment for students and staff (3.8), and communicating with students (3.8). The aspects rated as the most important criteria were therefore related to decision-making, improving staff quality, morale, communication, expectations, leadership, and accomplishing school goals.

Work aspects chosen as the least important of the criteria were enlisting the support of the non-parent community (3.0), communicating with community groups

(3.3), and adapting policies and procedures to respond to external changes and expectations (3.4).

With respect to these ratings of the most important criteria for judging the effectiveness of junior high school principals, the interview respondents were asked to make comments, which are summarized as follows:

1. Most of the principals agreed that making timely, appropriate, and acceptable decisions was the most important criterion. Two were surprised with the ratings because in their opinion, planning and setting school goals should have top priority.

2. Six principals showed surprise concerning the ratings of the least important criteria. In their opinions, enlisting the support of the non-parent community was quite important. They stated that both enlisting the support of the non-parent community and communicating with community groups indicated that principals were doing a good job in the community. There were some discrepancies in these opinions regarding the non-parent community.

Level of Effectiveness of Principals and Importance

Comparison of the ranks of the ten most effective and the ten most important criteria for judging overall effectiveness of principals is displayed in Table 7.9. Rankings of communicating with staff were first in level of importance and second in level of effectiveness. Rankings of exercising exemplary behavior at school were first in effectiveness level but only 17.5 in importance. Other criteria in the top ten ranks in both levels of effectiveness and importance were making timely, appropriate, and acceptable decisions (ranks 4 and 3), encouraging high expectations of students (ranks 5 and 2), communicating with students (ranks 7 and 10), and promoting high expectations among staff members (ranks 8.5 and 4.5). The rankings of these criteria

Table 7.9

Comparison of the Ten Most Effective Aspects and the Ten Most Important Criteria for Judging Overall Effectiveness of Principals

Criterion	Principal Effectiveness Level		Importance	
	Mean Rating	Rank	Mean Rating	Rank
1. Exercising exemplary behavior at school	5.345	1	3.667	17.5
2. Communicating with staff	5.333	2	3.940	1
3. Allocating tasks appropriately among staff	5.280	3	3.726	14.5
4. Making timely, appropriate and acceptable decisions	5.277	4	3.890	3
5. Encouraging high expectations of students	5.262	5	3.905	2
6. Providing an appropriate work environment for students and staff	5.179	6	3.762	12
7. Communicating with students	5.169	7	3.795	10
8. Promoting high expectations among staff members	5.167	8.5	3.881	4.5
9. Coping with uncertainty and conflict	5.167	8.5	3.667	17.5
10. Allocating resources	5.157	10	3.494	25
11. Providing feedback to staff	5.131	11.5	3.857	7.5
12. Improving the performance of staff	4.952	17	3.881	4.5
13. Obtaining qualified staff	4.928	20	3.867	6
14. Fostering high morale among staff and students	5.119	13	3.857	7.5
15. Coordinating the development of school goals	5.071	14	3.810	9

did not show much difference in the perceptions relating to effectiveness level and importance. Other criteria ranked in the top ten for effectiveness level had these respective ranks: allocating tasks appropriately among staff (3 and 14.5), providing an appropriate work environment for students and staff (6 and 12), coping with uncertainty and conflict (8.5 and 17.5), and allocating resources (10 and 25). Conversely, other criteria ranked in the top ten for importance had these respective ranks: improving the performance of staff (4.5 and 17), providing feedback to staff (7.5 and 11.5), fostering high morale among staff and students (7.5 and 13), and coordinating the development of school goals (9 and 14). The rankings of these criteria on the levels of effectiveness and importance showed substantial differences.

The Spearman's and Kendall's coefficients for the relationship between importance and actual principal effectiveness scores were .552 and .429. These coefficients indicated a moderate positive association between the actual and importance measures. There was somewhat more agreement in the rankings of the level of principal effectiveness and importance regarding particular criteria than was obtained on the school effectiveness criteria.

Summary

Junior high school principals assessed their overall effectiveness as leaders in this way: 21% of the respondents rated themselves as "highly effective," 74% chose "moderately effective," and the remaining 5% selected "slightly effective." None chose any degree of overall ineffectiveness. The highest self-assessments came from principals in city and rural locations (as compared with those in towns), public school districts and counties, and schools with 450-549 students. Female principals, principals aged 40-49, and principals with 2-4 years of principalship experience saw themselves as relatively more effective leaders, as did principals who aspired to positions other than the principalship.

Principals saw themselves as most effective on the aspects of exercising exemplary behavior at school, making timely, appropriate, and acceptable decisions, communicating with staff, allocating tasks appropriately among staff, and encouraging high expectations of students. Somewhat lower ratings included publicizing school goals, obtaining qualified staff, and communicating with community groups. On the other hand, they rated themselves as least effective on enlisting the support of the non-parent community.

The aspects chosen as the most important criteria for assessing the effectiveness of junior high school principals were making timely, appropriate, and acceptable decisions, improving the performance of staff, providing feedback to staff, communicating with staff, encouraging high expectations of students, promoting high expectations among staff members, fostering high morale among staff and students, and obtaining qualified staff. By far the least important of the criteria was enlisting the support of the non-parent community. These findings were generally substantiated by opinions provided by the interview respondents, although some discrepancies were noted.

The results of the comparison between levels of effectiveness of principals and importance show that some of the factors on which high effectiveness had been achieved were generally not those which were perceived as most important for judging the effectiveness of principals, and vice versa. The greatest agreement for the highest ranked criteria were obtained for (a) communicating with staff, (b) making timely, appropriate, and acceptable decisions, and (c) encouraging high expectations of students.

CHAPTER 8

RELATIONSHIPS AMONG VARIABLES

In this chapter, the relationships among overall job satisfaction, overall school effectiveness, and overall effectiveness of principals as perceived by the principals are described. Information obtained from interviewing ten principals is also included. The chapter is organized in three major sections. The first section presents relationships among overall variables and the relationships among overall variables and selected facets. Predictors of overall job satisfaction, overall school effectiveness, and overall effectiveness of principals are reported in the second section. Finally, the results of analyses of written responses from the questionnaires are provided.

Relationships Among Satisfaction and Effectiveness

This section provides information about the relationships among overall job satisfaction, overall school effectiveness, and overall effectiveness of principals. This is followed by the presentation of relationships between (a) job satisfaction facets and overall school effectiveness, (b) job satisfaction facets and overall effectiveness of principals, (c) school effectiveness facets and overall job satisfaction, (d) school effectiveness facets and overall effectiveness of principals, (e) facets of effectiveness of principals and overall job satisfaction, and (f) facets of effectiveness of principals and overall school effectiveness.

Relationships Among Overall Variables

The Pearson product-moment correlation coefficients in Table 8.1 indicated that the overall job satisfaction of junior high school principals bore weak positive relationships with both their perceptions of overall school effectiveness ($r = .31$) and their overall effectiveness as principals ($r = .21$). However, overall school effectiveness was positively and moderately related to the overall

Table 8.1

Pearson Correlation Coefficients Among Overall Scores

	1	2
1. Overall Job Satisfaction		
2. Overall School Effectiveness	.31 (83)	
3. Overall Effectiveness of Principals	.21 (82)	.45 (83)

effectiveness of principals (r = .45). This was the strongest relationship among the major variables.

Relationships Between Job Satisfaction Facets and Overall School Effectiveness

Pearson correlation coefficients indicated that the following facets of job satisfaction were positively related to perceptions of overall school effectiveness:

1. successful completion of projects and tasks (r = .48);
2. satisfaction and morale of students (r = .44);
3. satisfaction and morale of staff (r = .36);
4. achievement of students (r = .33); and
5. the attitudes of students toward education (r = .30).

Relationships Between Job Satisfaction Facets and Overall Effectiveness of Principals

The facets of job satisfaction which had the highest Pearson correlation coefficients with perceptions of overall effectiveness of principals were as follows:

1. the principal's working relationship with teachers (r = .40)
2. satisfaction and morale of students (r = .32);
3. successful completion of projects and tasks (r = .30);

4. the principal's social relationships with teachers (r = .30); and

5. recognition by others of the principal's work (r = .28).

Relationships Between School Effectiveness Facets and Overall Job Satisfaction

Pearson correlation coefficients indicated that the following facets of school effectiveness were positively related to overall job satisfaction:

1. obtaining support from the community (r = .39);

2. responding to changing community expectations (r = .36); and

3. discussing, planning, and preparing lessons and instructional materials collaboratively (r = .35).

Relationships Between Facets of School Effectiveness and Overall Effectiveness of Principals

The facets of school effectiveness which had the highest Pearson correlation coefficients with perceptions of overall effectiveness of principals were as follows:

1. displaying staff cooperation and cohesion (r = .57);

2. maximizing the morale of the staff as a group (r = .53);

3. maintaining high expectations of staff (r = .48);

4. showing a high level of staff motivation (r = .45); and

5. responding to changing community expectations (r = .45).

Relationships Between Facets of Effectiveness of Principals and Overall Job Satisfaction

Pearson correlation coefficients indicated that the following facets of effectiveness of principals were positively related to overall job satisfaction:

1. making timely, appropriate, and acceptable decisions (r = .40);

2. obtaining qualified staff (r = .38);

3. allocating tasks appropriately among staff (r = .37);

4. improving the performance of staff (r = .36); and

5. promoting the achievement of school goals (r = .34).

Relationships Between Facets of Effectiveness of Principals and Overall School Effectiveness

The facets of effectiveness of principals which had the highest Pearson correlation coefficients with perceptions of overall school effectiveness were as follows:

1. coordinating and integrating the activities of staff (r = .54);
2. allocating resources (r = .44);
3. communicating with students (r = .43);
4. providing feedback to staff (r = .40); and
5. encouraging high expectations of students (r = .40).

Relationships Between the Three Variables as Perceived by the Interview Respondents

The interview respondents were asked what relationship existed between (a) their job satisfaction and the effectiveness of their schools, (b) their job satisfaction and their effectiveness as principals, and (c) their effectiveness as principals and the effectiveness of their schools.

Job Satisfaction of Principals and School Effectiveness. All the interview respondents agreed that their job satisfaction was closely related to the effectiveness of their schools. In their opinions, it was an indicator of school effectiveness. These paraphrased responses show how the principals expressed their belief in the relationship.

1. If my kids achieve both academically and socially, I feel good about it. This can affect my school.
2. One relates to the other. If you are satisfied with your job and work up to your potential, your school will be effective. If your school is effective, you are satisfied.
3. The effectiveness of the school depends upon interpersonal relationships within it. If staff lack job satisfaction, they will be

> cranky, unpleasant, and complaining. That will tire people around you, and affect the environment as a whole. So job satisfaction is very important to effectiveness.

Job Satisfaction of Principals and Their Effectiveness. Again, all the interview respondents agreed that a strong relationship existed between their job satisfaction and their effectiveness as principals. The following paraphrased responses are typical:

1. If I am not satisfied with my job, I am not going to be as effective as I should be. I am not going to be concerned with how successful things are. As such I will never accomplish my role as a principal.
2. They are related to a large extent. If a principal gets a lot of job satisfaction, he will put more effort into his work.
3. They are very strongly related. I'm satisfied if I do a good job. I can say that it's an indicator of my effectiveness.

Effectiveness of Principals and the School Effectiveness. A strong and direct relationship between effectiveness of principals and the effectiveness of schools was emphasized by those interviewed. These paraphrased responses show how they expressed their belief:

1. Very strong relationship. If the principal is not effective, only by chance will the school be effective. The principal has to be effective in helping his school reach effectiveness.
2. An effective principal will have an effective school. Ineffective principals could possibly have effective schools by depending on the rest of staff operating well. But it is easier to have effective schools if you have effective principals.

Clearly, all the interview respondents agreed that positive relationships existed among their job satisfaction, their effectiveness as principals, and the effectiveness of their schools. No respondents showed reluctance in expressing their beliefs. Some additional paraphased responses addressed the relationships.

1. They are all interrelated. If I'm not getting any job satisfaction, I'm certainly not going to do a good job as a principal. That will affect my effectiveness and eventually the effectiveness of my school.
2. The three aspects are interrelated. If I'm an effective principal, I can do what I want to do. It all happens as it should be happening. Thus, it improves the effectiveness of my school. When I see the result of that I'm happy. I'm satisfied with it.

Prediction of Major Variables

Predictors of Overall Job Satisfaction

The five predictors of overall job satisfaction listed in Table 8.2 contributed a total of 66% of its variance. The best predictors were (a) sense of accomplishment as an administrator (39%), (b) opportunities for advancement as an administrator (an additional 16%), and (c) the principal's freedom to allocate teaching assignments (an additional 4%).

Table 8.2

Stepwise Multiple Regression Analysis of Facet Satisfaction Items as Predictors of Overall Job Satisfaction

Predictors of Overall Job Satisfaction	Percentage of Variance	Change in % of Variance	r
Sense of accomplishment as an administrator	39.0	39.0	.62
Opportunities for advancement as an administrator	54.7	15.7	.55
The principal's freedom to allocate teaching assignments	59.0	4.3	.59
The principal's responsibility for formal teacher evaluation	61.8	2.8	.46
The methods used to evaluate principals	65.7	3.9	.22

As in Gunn's (1984) study, "sense of accomplishment" was the best predictor of the overall job satisfaction of principals. In order to obtain a better understanding of this important variable, the interview respondents were asked what "sense of

accomplishment" meant to them, and what aspects of their work contributed most to their sense of accomplishment. The discussion of the term "sense of accomplishment" is summarized in the following statements.

1. Three principals considered "sense of accomplishment" as the positive, personally rewarding feeling they had when the goals or objectives of the school were accomplished. For three other principals, it was observing students succeed academically, because they were a part of the students' success.

2. Other principals considered that "sense of accomplishment" involved (a) observing teacher growth, (b) knowing that the school was moving toward success, (c) observing positive things happening to staff and students, (d) assisting students who had difficulties, and (e) seeing the results of the jobs undertaken.

The following slightly paraphrased responses showed how the principals described sense of accomplishment:

1. It is personally feeling that I have played a part directly or indirectly in achieving what I think the school is mandated to achieve. It is feeling that I can bring about satisfaction, success, and happiness in others--students and teachers.

2. Being able to articulate some objectives, to develop a plan and have the ability to go about that business, and to implement and assess achievement of the plan.

3. Having a reasonably clear direction in mind in terms of how you as an administrator would like to see your school going. Seeing some goals or objectives you have in mind being accomplished.

4. Observing growth and success of people--teachers and students. Seeing students successfully heading for senior high schools. Helping teachers who are new to the system or have been teaching for a long time take on changes and do new things.

Regarding work aspects which contributed most to their sense of accomplishment, three principals identified working directly with students and staff to promote growth and success, two identified leading staff in the right direction, monitoring teaching style, modelling, and working coooperatively with parents, while one each identified (a) improving student learning, (b) developing an administrative

system to serve the needs of students and teachers, (c) planning and setting goals for the success of students, and (d) promoting growth, a positive atmosphere and pride in the school.

The following facets correlated as highly with overall job satisfaction as did most of the predictors listed in Table 8.1, but they did not contribute more than an additional 1% of the variance in overall job satisfaction:

1. the help the principal gives teachers and students to succeed (r = .56);
2. achievement of the principal's own professional objectives (r = .53);
3. recognition by others of the principal's work (r = .50);
4. opportunities for useful in-service education for the principal (r = .49); and
5. availability of useful advice to assist the principal with problems (r = .47).

Other information was relevant to the two best predictors of overall job satisfaction. "Sense of accomplishment as an administrator" was one of the few facets of job satisfaction which correlated quite highly with other satisfaction facets. The satisfaction facets with the highest correlations with sense of accomplishment were listed below:

1. recognition by others (r = .70);
2. attitudes of parents toward the school (r = .56);
3. fringe benefits under the contract (r = .56); and
4. successful completion of projects and tasks (r = .55).

The second best predictor, "opportunities for advancement as an administrator," also correlated highly with the following facets of job satisfaction:

1. the principal's social position in the community (r = .59);
2. the principal's relationship with the superintendent (r = .53);
3. the principal's involvement in decision-making at the district/ division/ county level (r = .51); and

4. attitudes of school board administrators toward teachers and administrators ($r = .50$).

Predictors of Overall School Effectiveness

The six predictors of overall school effectiveness listed in Table 8.3 contributed a total of 64% of the variance of the criterion variable. The best predictors of overall school effectiveness were (a) maintaining an appropriate school climate (33%), (b) using appropriate teaching methods (an additional 16%), and (c) maintaining high expectations of staff (an additional 7%).

Table 8.3

Stepwise Multiple Regression Analysis of School Effectiveness Items as Predictors of Overall School Effectiveness

Predictors of Overall School Effectiveness	Percentage of Variance	Change in % of Variance	r
Maintaining an appropriate school climate	32.7	32.7	.57
Using appropriate teaching methods	48.3	15.6	.55
Maintaining high expectations of staff	54.9	6.6	.50
Coping with emergencies and overloads of work	58.8	3.9	.54
Maintaining communication with the community	62.0	3.2	.29
Frequently evaluating students according to defined standards	64.2	2.2	.45

Since "maintaining an appropriate school climate" was statistically a very important aspect for school effectiveness, the interview respondents were asked to describe and discuss the school climate which is "appropriate" for achieving the effectiveness of junior high schools. The "climate" identified by the respondents is described in these statements.

1. Three principals referred to promoting time-on-task behavior in the classroom, and orderliness, good manners, and appropriate behavior for circumstances outside the classroom. Two referred to "positiveness," while two others identified a school environment in which students felt safe and secure.

2. Other principals referred to (a) "open climate," (b) good discipline being promoted among students, (c) orientation for excellence being created, (d) principals being approachable, and (e) staff having a sense of ownership.

The following paraphrased responses showed how the principals described appropriate school climate:

1. The discipline is firm but fair. It is a positive and enjoyable environment when kids know how far they can go in terms of discipline. Students and teachers enjoy coming to school--a place they look forward to, not avoid. It's a place where no adversarial position is evident.

2. It's a caring, positive school climate. All in the school have a sense of mission. They go in the same direction. Students know where they are going. There is consistency.

3. It's the school climate in which most students can feel safe and secure. It's the climate in which students develop as individuals, achieve to their potential, learn to accept responsibility for their actions, and develop tolerance and understanding for others.

4. It's the climate with high student morale. Students project the picture of being interested in learning. They take pride in the things they do. Teachers also have pride. There is close rapport between staff and students, staff and parents. The parents can walk around the school comfortably. Students are happy at school before and after hours.

Predictors of Overall Effectiveness of Principals

The three predictors of overall effectiveness of principals listed in Table 8.4 contributed a total of 55% of the variance of the criterion variable. The best predictors were (a) providing feedback to staff (37%) and (b) communicating with community groups (an additional 12%).

Table 8.4

Stepwise Multiple Regression Analysis of Principal Effectiveness Items as Predictors of Overall Effectiveness of Principals

Predictors of Overall Effectiveness of Principals	Percentage of Variance	Change in % of Variance	r
Providing feedback to staff	37.2	37.2	.61
Communicating with community groups	49.3	12.1	.50
Increasing the job satisfaction of staff members	55.1	5.8	.57

Analysis of Written Responses

From the four open-ended questions in the questionnaire, the respondents were asked to identify work factors which (a) contributed to school effectiveness (Item 40), (b) inhibited the effectiveness of junior high schools (Item 42), (c) contributed to effectiveness of principals (Item 30), and (d) inhibited effectiveness of principals (Item 32).

Nine (11%) of the respondents identified three other work factors which they considered to contribute most to school effectiveness (Table 8.5). Two respondents

Table 8.5

Frequency and Percentage Frequency Distributions of Factors Contributing to School Effectiveness as Identified by Principals (n = 9)

Work Factors	f	% f
Provincial achievement test results and district exam results	2	22
Maximizing teacher expertise	1	11
Staff commitment to student success	1	11
Positive school climate and environment	1	11
Maintaining good order and discipline	1	11
Program being adjusted to meet student needs	1	11
Degree to which school functions consistently and realistically	1	11
Social class of the community	1	11
Clarity of system goals	1	11

identified the provincial achievement test results or the district exam results as the factors which contributed to their schools' effectiveness. Other factors identified included (a) maximizing teacher expertise (b) staff commitment to student success, (c) a positive school climate and environment, (d) maintaining good order and discipline, (e) programs being adjusted to meet student needs, (f) degree to which the school functions consistently and realistically, (g) clarity of system goals, and (h) social class of the community.

Obviously, qualities of staff and students, student learning outcomes, and discipline were identified as other factors contributing most to the effectiveness of junior high schools. No respondents referred to satisfaction or to morale of students and teachers as factors contributing substantially to school effectiveness.

In responding to Item 42 in the School Effectiveness Instrument, 51 (61%) respondents identified other factors that they considered to be most inhibiting their schools' effectiveness (Table 8.6).

Table 8.6

Frequency and Percentage Frequency Distributions of Factors Inhibiting School Effectiveness as Identified by Principals (n=51)

Inhibiting Factor	f	% f
Poor quality of curriculum and limitation of the program to meet the needs of students	12	23.5
Constraints caused by policies, regulation, expectation, and demand from superordinates	10	19.6
Students' home background, and family problems	10	19.6
Qualities of staff	9	17.6
Qualities and types of students	9	17.6
Lack of concern in and commitment to student performance	8	15.7
Inadequate funding	7	13.7
Large class size	6	11.8
Poor leadership and lack of administrative strength	5	9.8
Insufficient resources	4	7.8
Excessive workload for teachers	4	7.8

Note: Not all principals identified three factors.

Almost one-quarter of the respondents referred to poor quality of the curriculum and limitations of the school program to meet student needs, while 20% referred to policy constraints, departmental regulations, and expectations and demands from superordinates as the factors which most inhibited their schools' effectiveness. For another 20%, students' home background and family problems were inhibiting factors. However, 18% of the respondents referred to qualities of both staff and students. Other factors which were identified included (a) lack of concern about and commitment to student performance, (b) inadequate funding, (c) large class size, (d) poor leadership and lack of administrative strength, (e) insufficient resources, and (f) excessive workload for teachers.

In responding to Item 30 in the Principal Effectiveness Instrument, only six respondents identified other work factors that they considered to be most contributing to the effectiveness of principals. Two respondents identified staff participation in decision-making, while one each of the others identified (a) accentuating positiveness, (b) direction about a sense of purpose, (c) attitudes of students and staff, and (d) establishing trust with teachers, students and parents as contributing factors.

In responding to Item 32 in the Principal Effectiveness Instrument, 37 (44%) respondents identified factors most inhibiting the effectiveness of principals (Table 8.7). About one-third of the respondents referred to time constraints, while about the same proportion of respondents referred to poor leadership style and ineffective leader behavior as the factors which most inhibited their effectiveness. About one-quarter identified inappropriate application of rules and regulations in disciplining students, while the others identified (a) constraints from central office, and lack of involvement and support from superordinates, (b) financial problems, (c) inappropriate recruitment of staff, and (d) lack of training in administrative skills.

Clearly, insufficient time, and inadequate funding, discipline problems,

Table 8.7

Frequency and Percentage Frequency Distributions of Factors Inhibiting the Effectiveness of Principals as Identified by Principals (n = 37)

Factor	f	%f
Time constraints	13	35.1
Poor leadership style and ineffective leader behavior	12	32.4
Inappropriate applications of rules and regulations in dealing with problem students	9	24.3
Constraints from central office, and lack of involvement and support from superordinates	8	21.6
Financial problems	6	16.2
Inappropriate recruitment of staff	5	13.5
Lack of training in administrative skills	5	13.5

constraints from central office, qualities of staff, and principal leadership behavior were considered to inhibit the effectiveness of junior high school principals.

Summary

Correlation analysis indicated that a moderate positive relationship existed between overall school effectiveness and overall effectiveness of principals. The facet of job satisfaction which correlated most highly with overall school effectiveness was successful completion of projects and tasks, and the facet with the highest correlation with overall effectiveness of principals was the principal's working relationship with teachers. The facet of school effectiveness which correlated most highly with overall job satisfaction was obtaining support from the community, and displaying staff cooperation and cohesion was the one which correlated most highly with overall

effectiveness of principals. Making timely, appropriate, and acceptable decisions was the facet of effectiveness of principals which had the highest correlation with overall job satisfaction. Coordinating and integrating the activities of staff was the facet with the highest correlation with overall school effectiveness. The existence of these relationships was confirmed by the interview respondents who agreed that the three variables were closely interrelated.

The best predictors of overall job satisfaction were in this order--sense of accomplishment as an administrator, opportunities for advancement as an administrator, and the principal's freedom to allocate teaching assignments. The importance of the facet "sense of accomplishment as an administrator" was confirmed by the interview respondents. In discussing the term "sense of accomplishment," some interview respondents related it to the things that gave them most satisfaction, the goals or objectives being accomplished, and positive things that were happening in the school.

The best predictors of school effectiveness were maintaining an appropriate school climate, using appropriate teaching methods, and maintaining high expectations of staff. According to the interview respondents, the "appropriate" school climate was related to the "open climate," positive atmosphere, and the climate that promoted good discipline and appropriate behavior which made school a safe and secured place.

The best predictors of effectiveness of principals were providing feedback to staff and communicating with community groups.

According to the results of the analyses of written responses, qualities of staff and students, student learning outcomes, and discipline were identified as the factors contributing most to the effectiveness of junior high schools. The factors identified as most inhibiting the effectiveness of their schools were related to poor quality of curriculum, limitation of school program, departmental policies and regulations, and students' home background. The factors identified as contributing most to the

effectiveness of principals involved quality of decision-making and good relationships with teachers, students, and parents. The questionnaire respondents identified insufficient time, inadequate funding, discipline problems, constraints from central office, qualities of staff, and principal leadership behavior as the most inhibiting factors to the effectiveness of principals.

CHAPTER 9

ANALYSIS OF DATA FOR SCHOOLS IN EDMONTON

This chapter presents the analysis of the questionnaire data on school effectiveness as perceived by Edmonton junior high school principals, teachers in those schools, and area superintendents, along with the relationships among those perceptions. The chapter is organized in these four major sections:

1. Perceptions of Edmonton principals, teachers, and area superintendents of the effectiveness of their junior high schools.

2. Perceptions of Edmonton principals, teachers, and area superintendents of the importance of various criteria for judging the effectiveness of junior high schools.

3. Perceptions of Edmonton principals of their own effectiveness and the area superintendents' perceptions of the effectiveness of junior high school principals.

4. Perceptions of Edmonton principals and area superintendents of the importance of various criteria for judging the effectiveness of junior high school principals.

In each section, the mean perceptions of various facets and the relationships among their perceptions are reported and discussed.

Effectiveness of Edmonton Junior High Schools

Perceptions of Principals

Edmonton junior high school principals rated the effectiveness of their schools on 38 dimensions (Table 9.1, pp. 242-244). The principals rated their schools most effective on the dimensions of preparing students for the senior high school program (mean of 5.4 on a 6-point scale), maintaining an appropriate school climate (5.4), and taking advantage of staffing changes (5.4). They rated their schools least effective on the aspect of maximizing the satisfaction of the non-parent community (4.3): the next

lowest mean was 4.7 for both (a) discussing, planning, and preparing lessons and instructional materials collaboratively and (b) coping with emergencies and overloads of work.

Perceptions of Area Superintendents

Area superintendents rated the effectiveness of Edmonton junior high schools on 20 dimensions (Table 9.2, pp. 245-246). The area superintendents judged those schools to be most effective on the dimensions of taking advantage of staffing changes (5.3), providing worthwhile extra-curricular activities (5.1), communicating school goals to students (5.0), maintaining high expectations of students (5.0), emphasizing academic subjects (5.0), and maintaining high expectations of staff (5.0). They judged Edmonton junior high schools to be least effective on the aspect of maximizing the satisfaction of the non-parent community (4.1): the next lowest mean was 4.5 for (a) maximizing student satisfaction and morale, (b) maintaining an appropriate school climate, and (c) maximizing the job satisfaction of individual staff members.

Perceptions of Teachers

Teachers in Edmonton junior high schools also rated the effectiveness of their schools on 39 dimensions (Table 9.3, pp. 247-249). They saw their schools as most effective on the dimensions of encouraging academic success (5.0), providing worthwhile extra-curricular activities (5.0), and demonstrating thorough knowledge of subject matter (5.0). They saw their schools as least effective on the aspects of discussing, planning, and preparing lessons and instructional materials collaboratively (4.0), maximizing the satisfaction of the non-parent community (4.0), and maximizing the morale of staff as a group (4.1).

Relationships Among the Perceptions

The mean perceptions of Edmonton principals, teachers, and area superintendents concerning school effectiveness are compared in Table 9.3. On 17 of 21 criteria, the mean ratings by the area superintendents were within 0.5 of the mean

ratings by the principals. The means of the area superintendents' ratings were at least 0.5 below the means of the principals' ratings for the criteria of maximizing student satisfaction and morale (4.5 vs. 5.1), maintaining an appropriate school climate (4.5 vs. 5.4), using appropriate teaching methods (4.6 vs. 5.1), and obtaining support from the community (4.7 vs. 5.3).

The most common difference between the mean ratings by principals and teachers was that the teachers' ratings were lower in almost every case. The criteria for which the principals' means were at least 0.5 higher than teachers' means included maintaining high expectations of students (5.3 vs. 4.7), maximizing development of creativity (4.8 vs. 4.1), enforcing behavioral rules among students (5.2 vs. 4.4), maintaining an appropriate school climate (5.4 vs. 4.6), maximizing the job satisfaction of individual staff members (4.9 vs. 4.2), maximizing the morale of staff as a group (5.0 vs. 4.1), maintaining low turnover of staff (5.3 vs. 4.3), and making efficient use of staff time (5.2 vs. 4.5). Also, the teachers' mean of 4.3 for "taking advantage of staffing changes" was substantially lower than the means for principals (5.4) and area superintendents (5.3).

The Importance of Criteria for Judging School Effectiveness

Perceptions of Principals

Edmonton junior high school principals rated the importance of the contribution of school aspects to the effectiveness of junior high schools on a four-point scale ranging from none "1" to extreme "4" (Table 9.4, pp. 250-252). Aspects rated as the most important criteria for judging school effectiveness were maintaining high expectations of students (mean of 4.0), maintaining an appropriate school climate (4.0), setting school goals (3.9), maximizing the morale of the staff as a group (3.9), and displaying leadership by the principal (3.9). Many other aspects were also

assigned high ratings. The lowest importance was assigned to the aspects of maximizing the satisfaction of the non-parent community (3.0), maintaining low turnover of staff (3.2), and discussing, planning, and preparing lessons and instructional materials collaboratively (3.2).

Perceptions of Area Superintendents

Area superintendents identified the three most important criteria for judging the effectiveness of junior high schools. The criteria were listed in order of importance, from 1 to 3 (Table 9.5). The most frequently mentioned was maximizing academic achievement. It was ranked first by three and second by two area superintendents. Obtaining strong community support received one second choice and three third choices. Maintaining a positive school climate was rated second by three area superintendents, and providing school programs to meet individual needs received one first choice and one second choice.

One first choice was obtained for each of the following--maximizing parent satisfaction, exercising instructional leadership, and maintaining high expectations for students. One third choice was obtained for each of the following--maximizing students and staff satisfaction, acknowledging student attitudes, maintaining high expectations of staff, and developing positive student self-concepts.

Perceptions of Teachers

Edmonton junior high school teachers rated the importance of the contribution of school aspects to the effectiveness of junior high schools (Table 9.6, pp. 253-255). The most importance was assigned to the aspects of maintaining high expectations of students (mean of 3.8), encouraging academic success (3.8), maintaining an appropriate school climate (3.8), and displaying leadership by the principal (3.8). The aspect of maximizing the satisfaction of the non-parent community was rated as the least important criterion for judging school effectiveness (2.9). The other aspects rated

Table 9.5

Frequency and Percentage Frequency Distributions of Criteria Identified by Edmonton Area Superintendents as Being Important for Judging School Effectiveness (n=9)

Criterion	Order of Importance			Total Mentions[1]	
	Third	Second	First	f	%f
1. Emphasizing academic achievement	-	2	3	5	56
2. Obtaining strong community support	3	1	-	4	44
3. Maintaining positive school climate	-	3	-	3	33
4. Providing program to meet individual needs	-	1	1	2	22
5. Maximizing parent satisfaction	-	-	1	1	11
6. Maximizing students and staff satisfaction	1	-	-	1	11
7. Exercising instructional leadership	-	-	1	1	11
8. Acknowledging student attitudes	1	-	-	1	11
9. Maintaining high expectations of students	-	-	1	1	11
10. Maintaining high expectations of staff	1	-	-	1	11
11. Developing positive student self-concepts	1	-	-	1	11

1. Each superintendent was asked to suggest three criteria, in order of importance.

as relatively low in importance were taking advantage of staffing changes (3.2), and responding to changing community expectations (3.2).

The Spearman's and Kendall's coefficients for the relationship between importance and actual effectiveness scores were .357 and .239. These coefficients indicated low positive association between the actual and importance measure. This showed that some aspects perceived by the teachers as most effective were not those which were perceived as most important for judging the overall effectiveness of schools, and vice versa.

Comparison of Responses

The mean perceptions of Edmonton principals, teachers, and area superintendents concerning school effectiveness are compared in Table 9.6 (pp. 253-255). Of the three criteria most frequently mentioned by area superintendents, only "maintaining a positive school climate" was rated by both the principals and teachers as the most important criterion for judging the effectiveness of junior high schools (means of 4.0, 3.8). The remaining criteria, despite being frequently mentioned by area superintendents, were considered by the principals and teachers as moderately important. Therefore, all the three groups of the respondents agreed that maintaining a positive school climate was an important criterion for judging the effectiveness of junior high schools.

Effectiveness of Junior High School Principals

Perceptions of Principals

Edmonton junior high school principals rated their own effectiveness as leaders on 31 work aspects (Table 9.7, pp. 256-257). The Edmonton principals saw themselves as most effective on the aspects of exercising exemplary behavior at school (mean of 5.5 on a 6-point scale), making timely, appropriate, and acceptable decisions (5.4), evaluating staff members (5.4), providing an appropriate work environment for students and staff (5.4), communicating with staff (5.3), allocating tasks appropriately among staff (5.3), and allocating resources (5.3). They saw themselves as least effective on the aspect of enlisting the support of the non-parent community (4.0); this mean was well below the next lowest mean of 4.7.

Perceptions of Area Superintendents

Area superintendents rated the effectiveness of Edmonton junior high school principals on 12 aspects of their work (Table 9.8). The area superintendents judged those principals to be most effective on the aspects of allocating resources (5.0),

Table 9.8

Percentage Frequency Distribution of Edmonton Area Superintendents' Perceptions of the Effectiveness of Principals

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1] Effective	n[1]	Mean
	High	Moderate	Slight	Slight	Moderate	High			
1. Coordinating the development of school goals	–	-	14	18	46	23	87	22	4.8
2. Publicizing school goals	–	-	9	14	64	14	92	22	4.8
3. Exercising instructional leadership	-	-	14	23	46	18	87	22	4.7
4. Improving the performance of staff	–	-	9	18	68	5	91	22	4.7
5. Evaluating staff members	–	-	9	18	59	14	91	22	4.8
6. Providing feedback to staff	–	-	5	18	68	9	95	22	4.8
7. Providing an appropriate work environment for students and staff	–	-	9	18	59	14	91	22	4.8
8. Obtaining qualified staff	–	-	14	18	41	27	86	22	4.8
9. Allocating tasks appropriately among staff	–	-	9	14	59	18	91	22	4.9
10. Allocating resources	–	–	5	23	36	36	95	22	5.0
11. Enlisting the support of parents	–	-	5	23	55	18	96	22	4.9
12. Enlisting the support of the non-parent community	–	-	37	16	42	56	3	19	4.2
13. Overall effectiveness as a leader	–	-	5	23	59	14	96	22	4.8

1. Nine area superintendents rated a total of 22 school principals.

allocating tasks appropriately among staff (4.9), and enlisting the support of parents (4.9). Seven other aspects received mean ratings of 4.8. They judged the Edmonton principals to be least effective on the aspect of enlisting the support of the non-parent community (4.2); this mean was well below the next lowest mean of 4.7.

Relationship Between the Perceptions

The mean perceptions of Edmonton principals and area superintendents concerning school effectiveness are compared in Table 9.9 (pp. 258-259). In all but one work aspect, the mean ratings provided by the area superintendents were lower than the mean ratings by the principals. The means of the area superintendents' ratings were at least 0.5 below the means of the principals' ratings for the criteria of improving the performance of staff (4.7 vs. 5.2), evaluating staff members (4.8 vs. 5.4), and providing an appropriate work environment for students and staff (4.8 vs. 5.4). The only aspect which obtained a higher mean rating by area superintendents was enlisting the support of the non-parent community (4.2 vs. 4.0).

The Importance of Criteria for Judging the Effectiveness of Principals

Perceptions of Principals

Edmonton junior high school principals rated the importance of the contribution of work aspects to their own effectiveness as leaders on a four-point scale ranging from 1 "none" to 4 "extreme." (Table 9.10, pp. 260-261) The work aspects rated as the most important criteria for judging the effectiveness of principals were coordinating the development of school goals (3.9), communicating with staff (3.9), encouraging high expectation of students (3.9), and promoting high expectations among staff members (3.9). Six work aspects also received mean ratings of 3.8. The aspects rated as the least important criteria for judging their effectiveness were enlisting the support of the non-parent community (3.0), coordinating and integrating the activities of staff groups/departments (3.3), and communicating with community groups (3.3).

Perceptions of Area Superintendents

The area superintendents were asked to identify the three most important criteria for judging the effectiveness of junior high school principals. The criteria were listed in order of importance, from 1 to 3 (Table 9.11). Some of these, e.g., "maintaining support of all stakeholders," were not provided on the list in the questionnaire for principals. The most frequently mentioned was exercising instructional leadership. It was ranked first by two and second by two other area superintendents. Emphasizing student achievement received one first choice and one second choice, as did promoting the achievement of school goals.

One first choice was obtained for each of the following criteria--promoting achievement of district priorities, exercising exemplary behavior at school, exercising good interpersonal skills, and providing programs to meet student needs.

One second choice was obtained for each of the following criteria--making commitment to quality, enlisting the support of parents, providing appropriate work environment for students and staff, and using strengths of staff to offer a well-balanced program.

One third choice was obtained for each of the following criteria--maintaining support of all stakeholders, obtaining strong community support, getting the job done effectively through people, acknowledging student attitudes, allocating resources, exercising good management skills, and improving the performance of staff.

Comparison of Responses

Table 9.12 (pp. 262-263) compares the mean ratings by 21 Edmonton principals and the percentages of mention by nine Edmonton area superintendents. The comparison was difficult because the percentage frequency of mention by the area superintendents was compared with means of importance provided on scaled responses by the principals. The four criteria which received the highest mean ratings

Table 9.11

Frequency and Percentage Frequency Distributions of Criteria Identified by Edmonton Area Superintendents as Being Important for Judging the Effectiveness of Principals (n=9)

Criterion	Order of Importance			Total Mentions[1]	
	Third	Second	First	f	%f
1. Exercising instructional leadership	-	2	2	4	44
2. Emphasizing student achievement	-	1	1	2	22
3. Promoting achievement of school goals	-	1	1	2	22
4. Promoting achievement of district priorities	-	-	1	1	11
5. Maintaining support of all stakeholders	1	-	-	1	11
6. Obtaining strong community support	1	-	-	1	11
7. Exercisinging exemplary behavior	-	-	1	1	11
8. Making commitment to quality	-	1	-	1	11
9. Getting the job done effectively through people	1	-	-	1	11
10. Enlisting the support of parents	-	1	-	1	11
11. Acknowledging student attitudes	1	-	-	1	11
12. Providing appropriate work environment for students and staff	-	1	-	1	11
13. Allocating resources	1	-	-	1	11
14. Exercising good interpersonal skills	-	-	1	1	11
15. Exercising good management skills	1	-	-	1	11
16. Providing programs to meet student needs	-	-	1	1	11
17. Using strengths of staff to offer a well-balanced program	-	1	-	1	11
18. Improving the performance of staff	1	-	-	1	11

1. Each superintendent was asked to suggest three criteria, in order of importance.

by the principals were not mentioned by the area superintendents. They were coordinating the development of school goals (3.9), communicating with staff (3.9), encouraging high expectations of students (3.9), and promoting high expectations among staff members (3.9). However, of the three criteria most frequently mentioned by area superintendents, "exercising instructional leadership" and "promoting achievement of school goals" were rated as moderately and extremely important by the principals (means of 3.6 and 3.8). Therefore, principals and area superintendents agreed that exercising instructional leadership and promoting achievement of school goals were important criteria for judging the effectiveness of junior high school principals.

Factors Which Most Inhibit the Effectiveness of Junior High Schools

In the open-ended questions in the questionnaire, Edmonton principals, teachers, and area superintendents identified factors which most inhibited the effectiveness of Edmonton junior high schools. Their responses are summarized below.

Responses from principals. Table 9.13 shows that of 21 (96%) principals, seven referred to poor quality of staff and their attitudes as the factor which most inhibited the effectiveness of their schools. Four principals identified the home background of students, and another four considered student behavior as the most inhibiting factors. Three principals referred to lack of support from parents and three others referred to lack of knowledge and skills in dealing with adolescents. Three principals identified lack of flexibility in the school program, while two identified ineffective leadership.

Other factors identified by individual principals were (a) constraints by Alberta Education and the school board, (b) no definite policies regarding attendance, absenteeism, and standards, (c) resistance to changes from teachers, (d) poor physical facilities, (e) poor communication network, and (f) large class-size.

Table 9.13

Frequency and Percentage Frequency Distributions of Important Factors Inhibiting School Effectiveness as Identified by Principals (n = 21)

Important Factor	f	% f
Poor quality of staff and their attitudes	7	33.3
Students' home background	4	19.1
Students' discipline problem	4	19.1
Lack of support from parents	3	14.1
Lack of knowledge and skills in dealing with adolescents	3	14.1
Lack of flexibility in school program	3	14.1
Ineffective leadership	2	9.9
Constraints by Alberta Education and School Board	1	4.8
No definite policies regarding attendance, absenteeism, and standards	1	4.8
Resistance to changes from teachers	1	4.8
Poor physical facilities	1	4.8
Poor communication network	1	4.8
Large class-size	1	4.8

Responses from teachers. Table 9.14 shows that of 132 (52%) responding teachers, about one-third identified student behavior and discipline problems, while about one-quarter considered large class-size to be the factors which most inhibited the effectiveness of their schools. Overload of work for teachers was referred to by 14%, inadequate preparation time by 12%, ineffective leadership of the principal by 10%, and ineffective curriculum by 9% of the respondents.

Table 9.14

Frequency and Percentage Frequency Distributions of Important Factors Inhibiting School Effectiveness as Identified by Teachers (n =132)

Important factor	f	% f
Discipline problems of students	43	32.6
Large class size	33	25.0
Overload of work for teachers	18	13.6
Inadequate preparation time	16	12.1
Ineffective leadership	13	9.8
Ineffective curriculum	12	9.1
Lack of staff commitment to changes	9	5.8
Lack of parental support	9	5.8
Poor qualities of students	8	5.1
Inadequate funding	6	4.5
Lack of support from staff	6	4.5
Inappropriate time-tabling	5	3.8
Low staff morale	5	3.8
Poor teacher-student relationship	5	3.8
Ineffective budget planning	5	3.8
Inappropriate school climate	5	3.8

Individual respondents identified the most inhibiting factors as follows: (a) lack of staff commitment to changes, (b) lack of parental support, (c) poor qualities of students, (d) inadequate funding, (e) lack of support from staff, (f) inappropriate time-tabling, (g) low staff morale, (h) poor teacher-student relationships, (i) ineffective budget planning, and (j) inappropriate school climate.

Responses from area superintendents. According to Table 9.15, three area superintendents referred to ineffective leadership of the principal, while two others referred to inadequate resources as the factors most inhibiting the effectiveness of Edmonton junior high schools. One area superintendent referred to the educational system which resulted in lack of flexibility, "departmentalization," and lack of continuity from Grades 6 to 7 and from Grades 9 to 10.

Table 9.15

Frequency and Percentage Frequency Distributions of Important Factors Inhibiting School Effectiveness as Identified by Area Superintendents (n = 9)

Important Factor	f	% f
Ineffective leadership of principals	3	33
Inadequate resources	2	22
Lack of flexibility and continuity from Grade 6 to 7 and 9 to 10	1	11
Lack of mobility of staff	1	11
Lack of mission	1	11
Lack of clarity of goals and objectives	1	11
Lack of flexibility in school program	1	11
Inappropriate teaching methods	1	11
Inappropriate school climate	1	11
Inconsistency in student/staff expectation	1	11
Lack of teachers' knowlege to respond to the needs of adolescents	1	11
Large class-size	1	11

Other inhibiting factors identified by area superintendents included (a) lack of mobility of staff, (b) lack of mission, (c) lack of clarity of goals and objectives, (d) lack of flexibility in program to serve student needs, (e) inappropriate teaching methods, (f) inappropriate school climate, (g) inconsistency in student/staff expectations, (h) lack of teachers' knowledge to respond to the needs of adolescents, and (i) large class-size.

Comparison of responses. The factors identified by substantial percentages of both principals and teachers as those which most inhibited the effectiveness of their schools were discipline problems, lack of parental support, lack of staff commitment to changes, ineffective leadership, and large class-size.

The inhibiting factors identified by both principals and area superintendents were lack of flexibility in school program, lack of teachers' knowledge to respond to the needs of adolescents, ineffective leadership, and large class-size. The inhibiting factors identified by both teachers and area superintendents were inadequate resources and funding, ineffective leadership, large class-size, and inappropriate school climate.

Of all these factors, only large class-size and ineffective leadership were identified by all the three groups of respondents as the factors that most inhibited the effectiveness of Edmonton junior high schools. However, it was the teachers who considered factors such as teachers' work overload and inadequate preparation time to be the factors which inhibited the effectiveness of their schools.

Summary

Both the principals and area superintendents rated Edmonton junior high schools most effective on the dimension of taking advantage of staffing changes. Other dimensions rated highly by the principals were preparing students for the senior high school program, and maintaining an appropriate school climate, while those rated highly by the area superintendents were providing worthwhile extra-curricular activities, maintaining high expectations of students and staff, and emphasizing academic subjects. The teachers, who concurred with the area superintendents on the dimension of providing worthwhile extra-curricular activities, also saw their schools as most effective on two other dimensions--encouraging academic success, and demonstrating thorough knowledge of subject matter. All of the three groups of respondents rated their schools least effective on the dimension of maximizing the satisfaction of the non-parent community. The mean ratings by teachers were lower than the mean ratings by principals in almost every case.

The most important criteria for judging the effectiveness of Edmonton junior high schools, as rated by both the principals and teachers, were maintaining high expectations of students, maintaining an appropriate school climate, and displaying leadership by the principal. The other criteria included setting school goals, maximizing the morale of staff as a group, and encouraging academic success. Maintaining a positive school climate was perceived by the three groups of the respondents as an important criterion for judging the effectiveness of their schools.

The principals and the area superintendents both rated Edmonton junior high school principals most effective on the aspects of allocating tasks appropriately among staff and allocating resources. The principals also saw themselves as most effective on such aspects as exercising exemplary behavior at school and evaluating staff members, while the area superintendents saw them as most effective on such aspect as enlisting

the support of parents. In comparison, the mean ratings by the area superintendents were lower than the mean ratings by the principals in almost all aspects.

The work aspects rated by the principals as the most important criteria for judging their effectiveness included coordinating the development of school goals, and communicating with staff. The aspect rated as the least important criterion was enlisting the support of the non-parent community. When compared to the criteria most frequently mentioned by the area superintendents, the matters related to leadership behavior and the achievement of school goals were perceived by both groups as important criteria for judging the effectiveness of junior high school principals.

Of all the factors identified by Edmonton principals, teachers, and area superintendents, large class-size and ineffective leadership were considered by the three groups as most inhibiting the effectiveness of junior high schools. Other factors which were identified included discipline problems, lack of parental support, lack of teachers' knowledge to respond to the needs of adolescents, and inappropriate school climate.

CHAPTER 10

SUMMARY, DISCUSSION AND IMPLICATIONS

This chapter presents and discusses findings from the analyses of the quantitative and qualitative data, along with conclusions and implications for research and practice. The chapter is organized in five major sections comprising (a) an overview of the study, (b) a summary of the findings, (c) discussions of the findings, (d) conclusions, and (e) implications. The summaries in this chapter present the highlights of those reported at the end of earlier chapters.

Overview of the Study

The main purposes of this study were (a) to examine the perceptions of junior high school principals in Alberta about their job satisfaction, (b) to investigate perceptions of effectiveness of junior high schools and effectiveness of principals, and (c) to explore the relationships among the satisfaction of principals and perceptions of the effectiveness of principals and junior high schools. The specific research questions involved overall and facet measures of the three major variables, the best predictors of these variables, the most important facet variables, and the relationships among selected organizational, personal, facet and overall variables.

Data were collected by means of questionnaires and semi-structured interviews. Questionnaires were distributed to all 94 principals of junior high schools in Alberta containing Grades 7-9; responses were obtained from 84 of the principals, which represented 89% of the principals in the province. Two additional sets of questionnaires were used to collect school effectiveness data from area superintendents and junior high school teachers in Edmonton. To clarify and enrich the questionnaire findings, interviews were conducted with 10 principals appropriately selected from the questionnaire respondents who volunteered to be interviewed.

The data were analyzed using descriptive statistical techniques such as comparisons of means and frequencies, Pearson product-moment correlation coefficients, stepwise multiple linear regression, and Spearman's and Kendall's coefficients of rank correlation. Content analysis was employed to analyze data from the interviews and the written responses from the questionnaire.

Summary of the Findings

The findings are summarized in the following order: job satisfaction, school effectiveness, effectiveness of principals, and relationships among major variables.

Job Satisfaction

The mean overall job satisfaction score suggested that, in general, the junior high school principals in Alberta were moderately to highly satisfied with their work at the time that the data were collected, and that the frequency and level of overall job dissatisfaction were minimal.

The job facets perceived as most important for overall satisfaction of principals were the principal's working relationships with teachers, the teaching competence of teachers, and the satisfaction and morale of the staff. The facets perceived as least important were the principal's social relationships with teachers and the principal's social position in the community.

The level of overall job satisfaction was highest for the groups of principals in medium-sized, rural schools in a county or separate school district. The lowest level of overall job satisfaction was obtained from the groups of principals in small schools in towns in school divisions.

Female principals tended to be substantially more satisfied than were their male counterparts. The group of principals who aspired to the principalship as their long-term career position tended to be slightly more satisfied than were those with other aspirations. The level of overall job satisfaction was highest for these groups of

principals--younger, either three years or ten or more years of experience in their present position, little prior or total principalship experience, and four or fewer years of post-secondary education. The lowest level of overall job satisfaction was obtained for these groups of principals--older, only one year in their present position, several years of prior principalship experience, and five years of post-secondary education.

The best predictors of overall job satisfaction were sense of accomplishment as an administrator, opportunities for advancement as an administrator, and the principal's freedom to allocate teaching assignments. The job facets with which the principals had the highest mean satisfaction were their working relationships with teachers and students, and their freedom to allocate teaching assignments. The job facets with the lowest mean satisfaction scores were salary, fringe benefits, system consultation, and involvement in system decision-making.

School Effectiveness

Generally, the principals perceived the overall effectiveness of their schools to be moderate to high. The criteria perceived as the most important for assessing the effectiveness of junior high schools were maintaining high expectations of students and staff, maximizing the morale of the staff as a group, maintaining an appropriate school climate, and acknowledging achievements of staff and students: all of these criteria were rated as "extremely important" by at least 93% of the principals. Several other criteria also received very high ratings. The criteria with the lowest importance ratings were maximizing the satisfaction of the non-parent community and maintaining low turnover of staff.

Similar findings were obtained from the Edmonton teachers. An additional criterion which received a high degree of support from the teachers was encouraging academic success. The area superintendents, who rated in a different way, supported maximizing academic achievement, obtaining support from the community, and providing programs to meet student needs. Maintaining an appropriate school climate

received support from all three Edmonton groups as an important criterion for judging the effectiveness of junior high schools.

The highest ratings of effectiveness were obtained from the groups of principals in medium-sized, rural or city schools in a public or separate school district or county. The lowest ratings were obtained from the principals in smaller schools in towns in school divisions.

The highest means of overall school effectiveness were obtained from these groups of principals--female, older, three or more years in their present position, 1-9 years of experience in a previous principalship, 2-4 years of experience as principals, and seven or more years of post-secondary education. The effectiveness level was slightly higher for the group of principals who aspired to positions other than principalship than it was for those who desired to remain as principals. The lowest ratings of school effectiveness were obtained from these groups of principals--younger, only one year in their present position, either no prior principalship experience or extensive years of such experience, and five years of post-secondary education.

The best predictors of the overall effectiveness of junior high schools were maintaining an appropriate school climate, using appropriate teaching methods, and maintaining high expectations of staff. The principals saw their schools as most effective on the aspects of maintaining an appropriate school climate, providing worthwhile extra-curricular activities, emphasizing academic subjects, and enforcing behavioral rules among students. They saw their schools as least effective on maximizing the satisfaction of the non-parent community and maximizing development of creativity.

The Edmonton principals perceived their schools as most effective on the aspects of preparing students for the senior high school program, maintaining an appropriate school climate, and taking advantage of staffing changes. The teachers

perceived their schools as most effective on the aspects of encouraging academic success, providing worthwhile extra-curricular activities, and demonstrating thorough knowledge of subject matter. In addition to staffing changes and extra-curricular activities, the area superintendents judged their schools as most effective on communicating school goals to students, maintaining high expectations of staff and students, and emphasizing academic subjects. In most cases, the teachers' ratings were the lowest of the three groups. Also, all the three respondent groups perceived their schools as least effective on the aspect of maximizing the satisfaction of the non-parent community.

Effectiveness of Principals

Generally, the principals perceived their own effectiveness as leaders to be moderate to high. The aspects perceived as the most important criteria for assessing their effectiveness were making timely, appropriate, and acceptable decisions, communicating with staff, encouraging high expectations of students, promoting high expectations among staff members, and improving the performance of staff: all of these criteria were rated as "extremely important" by at least 93% of the principals. The criterion with the lowest importance rating was enlisting the support of the non-parent community.

Similar findings were obtained from the Edmonton principals. Two additional criteria which received a high degree of support from them were coordinating the development of school goals and promoting high expectations among staff members. The area superintendents identified these criteria as the most important for judging the effectiveness of principals: exercising instructional leadership, maximizing student achievement, and promoting the achievement of school goals.

The highest ratings of overall effectiveness of principals were obtained from the group of younger principals in medium-sized, rural or city schools in a public

school district or county. The lowest ratings were obtained from the group of principals in smaller schools in towns in school divisions.

The highest means of the overall effectiveness of principals were obtained from these groups of principals--female, middle-aged, three years in their present position, 1-9 years of experience in a previous principalship, 2-4 years of total experience as principals, and seven or more years of post-secondary education. The effectiveness level was substantially higher for the group of principals who aspired to positions other than the principalship as compared to those who desired to remain as principals. The lowest ratings were obtained from these groups of principals--older, ten or more years in their prior principalship experience or in present position, and five years of post-secondary education.

The best predictors of the effectiveness of junior high school principals were providing feedback to staff, communicating with community groups, and increasing the job satisfaction of staff members. The principals perceived themselves as most effective on the aspects of exercising exemplary behavior at school, making timely, appropriate, and acceptable decisions, communicating with staff, allocating tasks appropriately among staff, and encouraging high expectations of students. They saw themselves as least effective on enlisting the support of the non-parent community and communicating with community groups.

Similar findings were obtained from the Edmonton principals. Two additional criteria which received a high degree of support from them were evaluating staff members and providing an appropriate work environment for students and staff. In addition to allocating tasks appropriately among staff, the area superintendents judged the principals to be most effective on allocating resources and enlisting the support of parents. They also judged the principals as least effective on the aspect of enlisting the support of the non-parent community. The area superintendents' ratings were lower

than the principals' in all aspects except enlisting the support of the non-parent community.

Relationships Among Major Variables

The Pearson product-moment correlation coefficients indicated that the overall job satisfaction of junior high school principals was positively and moderately related to their perceptions of overall school effectiveness. Perceptions of overall school effectiveness were positively related to these satisfaction facets: successful completion of projects and tasks, satisfaction and morale of students, satisfaction and morale of staff, achievement of students, and attitudes of students toward education.

The Pearson product-moment correlation coefficients indicated that the overall job satisfaction of principals was positively but weakly related to their overall effectiveness as principals. Perceptions of overall effectiveness of principals were positively related to these satisfaction facets: the principal's working relationship with teachers, satisfaction and morale of students, successful completion of projects and tasks, the principal's social relationships with teachers, and recognition by others of the principal's work.

The Pearson product-moment correlation coefficients indicated that the overall effectiveness of schools was positively and moderately related to overall effectiveness of principals. Perceptions of overall effectiveness of principals were positively and moderately related to these facets of school effectiveness: displaying staff cooperation and cohesion, maximizing the morale of the staff as a group, maintaining high expectations of staff, showing a high level of staff motivation, and responding to changing community expectations.

Discussion of the Major Findings

The findings are discussed in relation to the four major areas of investigation: job satisfaction, school effectiveness, effectiveness of principals, and relationships among major variables.

Job Satisfaction

This section presents the discussion on the overall job satisfaction of principals and its nature. The discussion on the nature of overall job satisfaction is based on two sets of data: (a) the best predictors identified in the regression analysis, and (b) the interview data on job satisfaction. The conclusions were formulated in relation to other studies reported in the review of the literature.

Overall job satisfaction. The junior high school principals were moderately to highly satisfied with their work overall despite the problems and restraints which they had been facing. They were most satisfied with the job facets related to relationships within their schools, freedom, autonomy, authority, and responsibility to carry out their job successfully. Yet, the levels of satisfaction with a few particular facets were somewhat lower. However, discussion of these levels of facet satisfaction was beyond the purpose of this study.

The principals in this study seemed to realize the importance of interrelationships within the school. They were aware that harmonious relationships with teachers and students could result in increased morale and satisfaction of these people and eventually in parental attitudes toward the school. On the other hand, the principals did not demonstrate much concern with relationships outside the school (e.g., the principal's social standing in the community, the principal's social relationships with teachers, and involvement in district-level decision-making) since they judged these related job aspects to be least important for their job satisfaction. The importance of internal working relationships was confirmed by most of the interview respondents. These importance ratings may help to explain why principals

in this study felt that they were generally satisfied despite their dissatisfaction with particular facets of their jobs.

In addition, the results of the comparison between levels of actual satisfaction with job facets and importance show that the facets with which the principals were most satisfied were generally not perceived by them to be of highest importance, and vice versa. For example, the principals were quite satisfied with their relationships with the superintendent and other central office staff even though they did not perceive these facets to be important for their satisfaction. It is possible that the principals got satisfaction from the relationships without considering whether they were important or not. Conversely, the facets which were perceived to be highly important--satisfaction and morale of the staff and achievement of students--were not those with which they were most satisfied.

With respect to organizational characteristics, the results reported above indicate that junior high school principals in rural locations tended to be more satisfied with their job than were the principals in other locations. But valid assessments were quite difficult because the cell size in the rural category was small with only four schools. Therefore, a definite conclusion could not be reached whether there is a direct relationship between overall job satisfaction and school setting.

Another finding was that junior high school principals seemed to be more satisfied with a school of medium size (e.g., 450-549 students, and 24-35 teachers). Support for this finding that size of school affected job satisfaction was found in the interview data. Thus, it may be concluded that junior high schools of medium size are associated with substantially higher job satisfaction of principals. This finding is in agreement with that of Hassen (1976), who found that smaller work units and organization tended to foster overall satisfaction of workers.

With regard to personal characteristics, three substantial relationships were identified between overall job satisfaction and selected personal characteristics. First,

principals who were younger than 40 were substantially more satisfied than were older principals. The level of overall job satisfaction decreased with an increase in the age of the respondents. This finding is inconsistent with the results of many studies which have reported a positive linear relationship between age and job satisfaction, such as those by Lofquist and Dawis (1969), Rice (1978), Locke et al. (1983), Rottier et al. (1983), and Gunn (1984). The most recent study by Gunn (1984:188) reported that the level of overall job satisfaction of senior high school principals "increased incrementally from the youngest to the oldest group of principals." Second, principals with three or 10 or more years of experience in their present position were substantially more satisfied than principals with fewer years in their present position. This finding is in agreement with the previous studies by Buchanan (1974), Van Maanen and Katz (1976), Rice (1978), and Gunn (1984) which reported a direct relationship between overall job satisfaction of high school principals and years of experience in their position. Third, principals who had four or fewer years of post-secondary education experienced the highest level of job satisfaction. This finding is not in agreement with that of Brown (1976) who concluded that educational administrators with more years of education, especially at the doctorate level, showed greater satisfaction. In this study no reasons were provided by respondents which could explain the relationship between job satisfaction and years of post-secondary education.

No conclusion could be drawn about the overall job satisfaction with respect to sex of the principals. It would have been unreasonable to compare the mean levels of satisfaction of four female principals to those of 80 male principals.

Indicators of overall job satisfaction. In the stepwise multiple linear regression, sense of accomplishment as an administrator contributed 39% of the variance of overall job satisfaction; the Pearson product-moment correlation between these two variables was .62.

The job facets perceived as most important for overall satisfaction of principals were their working relationships with teachers, and the teaching competence, satisfaction and morale of teachers. It is obvious that all of these facets were directly related to teachers.

As already noted, sense of accomplishment correlated highly with these facets --recognition by others, attitudes of parents toward the school, fringe benefits under the contract, and successful completion of projects and tasks. Partial support for this finding was found in the information provided during the interviews by principals on sense of accomplishment.

Three interview respondents specially related sense of accomplishment to the positive feeling they had when the goals or objectives of the school were accomplished; another respondent related it to seeing the results of the jobs undertaken. The work aspects identified as contributing to sense of accomplishment were related to things that promoted growth and success of students and a positive atmosphere and pride in the school. The accomplishment of these could result in recognition and positive attitudes of parents toward the school.

The second best predictor of overall job satisfaction, "opportunities for advancement as an administrator," correlated highly with the following facets--the principal's social position in the community, the principal's relationship with the superintendent, the principal's involvement in decision-making at the district/division/county level, and attitudes of school board administrators toward teachers and administrators.

It is evident that these facets were also related to "recognition." According to Gunn (1984:191), the first facet, social position in the community, is a form of recognition. The other facets are also a form of recognition by superordinates as well. All the facets contributed significantly to the opportunities of professional growth of principals. This finding is not surprising since, according to Korman (1977:224),

promotional opportunities are associated with occupational levels and also have social prestige themselves. Therefore, this provides support to findings reported by Ianonne (1973), Schmidt (1976), Rice (1978), and Gunn (1984) that sense of accomplishment and recognition are important sources of job satisfaction of principals.

Greatest sources of job satisfaction. The principals gained most satisfaction from working with teachers and students and their freedom to allocate teaching assignments. This finding was confirmed by the interview respondents who stated that working with students and teachers and providing things for their benefit were sources of greatest satisfaction. In general, these sources of job satisfaction were very similar to the factors that contributed to their sense of accomplishment. Some principals considered relationships with teachers and students to be sources of job satisfaction. In describing what sense of accomplishment meant and what work aspects contributed most to their sense of accomplishment, they also referred to working directly with students and staff to promote growth and success. This finding may suggest that some principals gained satisfaction from working with students and teachers with feeling a sense of accomplishment. Implicitly, sense of accomplishment is closely related to job satisfaction.

It may be concluded that the importance of interpersonal relationships within the school was perceived as the most important facet for satisfaction of principals. This supported Gunn's (1984) finding in his study of senior high school principals and partially supported the findings by Rice (1978), who reported that relationship with teachers was both a source of satisfaction and a source of dissatisfaction.

Greatest sources of job dissatisfaction. As in Gunn's study, it was difficult to draw firm conclusions about the nature of job dissatisfaction because junior high school principals in this study were highly satisfied; one of the interview respondents reported no major sources of job dissatisfaction. For the rest of the interview respondents, students and teachers who were unhappy, dissatisfied and were not

performing effectively were the greatest sources of job dissatisfaction for junior high school principals. Also, not being able to be involved in decision-making with superordinates on related matters caused them dissatisfaction. Thus, attitudes and performance of students and teachers were sources of job dissatisfaction in addition to other matters such as insufficient resources, financial cutbacks, and workload in administration.

To conclude, the findings suggested that the greatest sources of job satisfaction for principals were factors intrinsic to the job, while dissatisfaction was related to extrinsic factors and to attitudes and performance of staff and students. This supported Rice's (1978) finding.

School Effectiveness

This section presents the discussion on overall effectiveness of principals and important indicators of overall school effectiveness. Three sets of data were used to study and describe the important indicators of overall school effectiveness: (a) the best predictor identified in the regression analysis, (b) the most important criteria for judging school effectiveness as perceived by the questionnaire respondents, and (c) the interview data on school effectiveness.

Overall effectiveness of schools. The principals generally perceived their schools to be moderately to highly effective overall, despite a critical situation when school effectiveness and school improvement were being questioned publicly and those educators concerned were striving to increase them.

In judging their school's effectiveness, the most important criteria perceived by the principals were maintaining high expectations of students and staff, maintaining the morale of the staff as a group, maintaining an appropriate school climate, and acknowledging achievements of staff and students. Maximizing the satisfaction of the non-parent community and maintaining low turnover of staff were rated as of least importance.

It is obvious that these criteria were consistent with the characteristics of effective schools as reported by Murphy and Walker (1986) and Walberg (1986). Satisfaction of staff and students was perceived by the principals as an important criterion for school effectiveness, as it was by Goodlad (1984).

Additionally, the results of the comparison between levels of school effectiveness and importance show that some of the factors on which high effectiveness had been achieved were generally not those which were perceived as most important for judging the overall effectiveness of schools, and vice versa. This can be seen in the ratings of the criterion "enforcing behavioral rules among students" and conversely in those of the criterion "maximizing the morale of the staff as a group." Possibly principals are unable to achieve high levels of effectiveness on some of the criteria that they deem to be very important.

With respect to organizational characteristics, the findings indicated a direct relationship between school effectiveness and school setting and size of school. The highest levels of effectiveness were obtained from the schools in the city or rural location and schools of medium size. It is possible that schools in cities are provided with better quality staff and greater variety of programs for students' needs. Support that size of school could influence its effectiveness was provided in the interviews, as shown in this paraphased response:

> In a small school you are not able to offer as many programs as you want to. You couldn't even hire specialized teachers. It's a kind of pressure. It's difficult to improve the effectiveness of the school.

A substantial relationship was identified between overall school effectiveness and some selected personal characteristics. Principals who were 50 or older, with three or more years of experience in their present position, and more years of post-secondary education tended to assess their schools as having the highest level of effectiveness. Possibly principals who are older, with higher levels of education, and

more experience in their position can gain more expertise and confidence in carrying out their job.

No conclusion could be drawn about the overall effectiveness of schools in relation to sex of principals because of the small cell size in the female category. Also, no respondents supported such a relationship in the interview.

The principals appeared to perceive their schools as most effective on such important criteria as school climate, extra-curricular activities, emphasizing academic subjects, and the aspects related to student behavior and performance. Certainly, junior high school principals were aware that these aspects were important indicators of effectiveness of their schools.

Indicators of overall school effectiveness. The best predictor of overall school effectiveness, maintaining an appropriate school climate, contributed 33% of the variance of overall school effectiveness. The other two important predictors were using appropriate teaching methods and maintaining high expectations of staff. Support for this finding can be found in the review of the literature on both organizational effectiveness and school effectiveness. For example, the most important predictor corresponds to an effectiveness dimension identified by Lawler et al. (1980) and Steers (1977) as organizational climate or environment. According to effective school characteristics, the second important predictor implicitly corresponds to instructional leadership and the third corresponds to high expectations. In fact, the three predictors are all the most common variables of effective schools as reported by Murphy and Walker (1986), Shoemaker and Fraser (1981), Renihan et al. (1986), and Walberg (1986).

The work aspects perceived as the most important criteria for assessing the effectiveness of schools were maintaining high expectations of students and staff, maximizing the morale of the staff as a group, maintaining an appropriate school climate, and acknowledging achievements of staff and students. These criteria were

related to expectations, morale, climate, and achievement. Also, they are in agreement with characteristics of effective schools as stated in the research literature.

In addition, the principals in this study identified these work factors as contributing to the effectiveness of junior high schools--provincial achievement test results or district exam results, maximizing teacher expertise, staff commitment to student success, and maintaining good order and discipline.

Despite the wording, it is evident that these items correspond reasonably well to effective school characteristics identified by Shoemaker and Fraser (1981), Edmonds (1982), Murphy et al. (1983), and Renihan et al. (1986). For example, the first item focused on student academic achievement, while the second was related to qualities of teachers and teaching. The third item was related to high expectations by staff for student achievement, and the fourth was related to a positive school climate.

On the other hand, in identifying the factors most inhibiting their schools' effectiveness, the principals referred to matters related to curriculum, school program, policies, expectations, qualities of staff and students, and students' home background. Poor quality of curriculum and limitations of school program obviously can hinder achievement of students. Constraints caused by Departmental policies, unrealistic demands and expectations from superordinates, coupled with student behavior affected by their home background, can inhibit school effectiveness. On the other hand, high-quality curriculum, supportive policies, realistic demands, and good student behavior could contribute positively to the effectiveness of junior high schools.

Since the best predictor of school effectiveness was maintaining an appropriate school climate, the interview respondents were asked to identify the climate "appropriate" for achieving the effectiveness. The respondents related it to open climate, positive atmosphere, and the climate that promoted good discipline and appropriate behavior which made school a safe and secure place. Again, the finding corresponds to the studies by Murphy et al. (1983), and Walberg (1986) who

identified one characteristic of an effective school as " a safe and orderly climate or environment." Thus, these results supported the conclusion by Purkey and Smith (1983:440), who stated that "a school culture, or more specifically its climate, seems to be the determining factor in its success or failure." In addition, the importance of school climate was confirmed by the data obtained from the Edmonton area superintendents and junior high school teachers, who also perceived a positive school climate as a very important criterion for the effectiveness of junior high schools.

From the teachers' point of view, student discipline was a very important indicator of the effectiveness of junior high schools. This supported the findings from studies by Henson (1986) and Hindle (1987) that order and discipline were associated with effectiveness of schools.

Effectiveness of Principals

This section discusses the overall effectiveness of principals and the indicators of effectiveness of principals. Three sets of data were used to study and describe the important indicators of overall effectiveness of principals: (a) the best predictors identified from the multiple regression analysis, (b) the most important criteria for judging effectiveness of principals as perceived by the questionnaire respondents, and (c) the interview data on effectiveness of principals.

Overall effectiveness of principals. The principals generally perceived themselves to be moderately to highly effective as leaders of schools. No respondent perceived that he or she was ineffective.

In judging their own effectiveness as leaders, the principals perceived these aspects as the most important criteria: making timely, appropriate, and acceptable decisions, communicating with staff, encouraging high expectations of students, promoting high expectations among staff members, and improving the performance of staff. There was a consensus between the questionnaire respondents and the interview respondents regarding the most important criteria for assessing the effectiveness of

principals. This finding was supported in the literature, especially in the articles by Stogdill (1974) and Steers (1977). Thus, the qualities of decision-making, qualities of staff, and expectations were considered as important indicators of effectiveness of principals.

In the comparison between levels of effectiveness of principals with work aspects and importance of these aspects, it was found that some criteria ranked as most effective were not necessarily ranked as most important for judging the overall effectiveness of principals, and vice versa. On some important criteria, a high degree of effectiveness may not be achievable because of obstacles, barriers or pressures imposed on the principals.

Similarly, some selected organizational characteristics such as school settings and size of schools could substantially influence the effectiveness of principals. The principals in the city or rural locations and in schools of medium size tended to achieve the highest level of effectiveness. An explanation for this phenomenon may be that principals in city schools tend to have more opportunity to acquaint themselves with more skills and knowledge. Support for the proposition that size of school could influence effectiveness of principals was provided in the interviews, as shown in this paraphased response:

> I feel more effective for this size of school because I'd like to know all students by name and their background. I can have a chance to teach them. I feel effective if I do so. In a big school my effectiveness may be minimized.

With respect to personal characteristics, the highest level of effectiveness was obtained from the middle-aged group of principals (40-49 years), the principals with three years in their present position, and with seven or more years of post-secondary education. This is not surprising because more education and more experience could reasonably contribute to a higher degree of personal effectiveness. However, the finding on the effectiveness of principals in relation to age was not in agreement with

that from the interview. All but one interview respondent believed that principals could be effective at any age and that age had no impact on their effectiveness.

Indicators of overall effectiveness of principals. The best predictor of overall effectiveness of principals, "providing feedback to staff," contributed 38 % of the variance; the other important predictor was "communicating with community groups." However, it was difficult to build a case from the literature to support providing feedback to staff as the best predictor of overall effectiveness of principals, especially using the literature on principals as effective leaders. Thus, it was not concluded that providing feedback to staff was the most important indicator of principal's effectiveness even though it was the best statistical predictor of overall effectiveness of principals.

The work aspects perceived as the most important criteria for judging the effectiveness of principals were making timely, appropriate, and acceptable decisions, communicating with staff, encouraging high expectations of students, promoting high expectations among staff members, and improving the performance of staff. These criteria were related to qualities of decision-making, communication, expectations, and qualities of staff. Providing feedback to staff is a form of communication and may lead to improvement of staff performance.

In addition, the questionnaire respondents identified these work factors as contributing to effectiveness of principals--staff participation in decision-making, accentuating positiveness, direction about a sense of purpose, attitudes of students and staff, and establishing trust with teachers, students and parents. Obviously, these factors were not directly related to providing feedback to staff.

On the other hand, in identifying the factors most inhibiting the effectiveness of principals, the questionnaire respondents referred to matters such as ineffective leadership style and leadership behavior, poor applications of rules and regulations in disciplining students, constraints from the central office, and financial problems.

However, effective leadership behavior, appropriateness in disciplining students, supportive policies, and availability of finance could contribute positively to the effectiveness of principals.

The interview data did not support providing feedback to staff as the best predictor of effectiveness of principals. In identifying prime indicators of effectiveness of principals, six respondents referred to leadership qualities of principals, while individual respondents referred to principal-staff relationship, confidence of teachers in the principal, and translation of their instructional leadership in bringing about changes in the teaching-learning process.

The interview data, however, did support the other important predictor, communicating with community groups, identified in the regression analysis. Six interview respondents agreed that communicating with community groups indicated a good job by principals in the community. Thus, they perceived it as an important indicator of effectiveness of principals.

However, a very important indicator--instructional leadership--was missing. Junior high school principals in this study did not refer to such factors as curriculum and instruction. Only one interview respondent mentioned the need to clearly define academic goals. Furthermore, the importance of the aspect of instructional leadership was perceived as moderate by the Edmonton principals, while the area superintendents saw it as very important. Thus, the emphasis in the literature on instructional leadership by writers such as Smyth (1982) and Rutherford et al. (1983) was not congruent with that demonstrated by the respondents in general. The reason for this finding is not clear. A close consideration of Murphy's (1987:2) views may provide some clues. Murphy concluded that "Most principals do not act as instructional leaders. Rather, in most districts and schools, curriculum and instruction are managed by default."

Relationship Among the Major Variables

This section presents the relationships between overall job satisfaction and overall school effectiveness and effectiveness of principals. Three conclusions were drawn from the Pearson product-moment correlations:

1. A direct relationship exists between the overall job satisfaction of junior high school principals and their perceptions of their school's overall effectiveness.

2. A direct relationship exists between the overall job satisfaction of junior high school principals and their perceptions of their overall effectiveness as principals.

3. A direct relationship exists between the perceptions by principals of the overall school effectiveness and their overall effectiveness as principals.

These findings were supported by the information which presented relationships between (a) job satisfaction facets and overall school effectiveness and effectiveness of principals, (b) school effectiveness facets and overall job satisfaction and overall effectiveness of principals, and (c) principal effectiveness facets and overall job satisfaction and overall school effectiveness.

More support for these findings was to be found in the interview data. All the interview respondents agreed that their job satisfaction, the effectiveness of their schools, and their effectiveness as principals were closely interrelated.

The Pearson correlation coefficients, however, indicated that the strongest relationship was between overall school effectiveness and overall effectiveness of principals ($r = .45$), and the weakest was between overall job satisfaction and overall effectiveness as principals ($r = .21$). The strength of the relationship between effectiveness of schools and of principals was also confirmed by the interview respondents. Additionally, this finding supported the studies by Leithwood and Montgomery (1984) and the assertion by Hatley (1988), which claimed a direct relationship between effectiveness of principals and effectiveness of schools.

Conclusions

Based upon the data examined in this study and the results obtained, the following conclusions were formulated:

1. The junior high school principals in Alberta were moderately to highly satisfied with their work overall. Also, they perceived themselves and their schools to be moderately to highly effective overall.

2. The best predictor of overall job satisfaction, as indicated by the stepwise multiple linear regression, was sense of accomplishment as an administrator, while the best predictor of overall school effectiveness was maintaining an appropriate school climate, and of effectiveness of principals was providing feedback to staff.

3. Direct relationships existed among overall job satisfaction of junior high school principals, their perceived overall effectiveness of their schools, and their perceived overall effectiveness as principals. The strongest relationship was between overall school effectiveness and overall effectiveness of principals and the weakest was between overall job satisfaction and overall effectiveness of principals.

4. In general, selected organizational characteristics of schools and personal characteristics of principals affected overall job satisfaction, overall school effectiveness, and overall effectiveness of principals. In particular, overall job satisfaction of junior high school principals, their perceptions of school effectiveness, and their effectiveness as principals were all significantly related to a school of medium size (450-549 students, 24-35 teachers, and two vice-principals). Also, in this study the youngest group of principals (younger than 40) expressed the highest level of overall job satisfaction. The level of satisfaction appeared to decrease with an increase in tne age of the principals. This finding is opposite to those in the previous studies, including Rice's (1978) and Gunn's (1984).

5. The importance of job facets was reflected to a small extent in the level of satisfaction expressed with regard to those facets. Similarly, the importance of work

facets was reflected in the level of school effectiveness and effectiveness of principals. There was not substantial agreement in the ratings between levels of satisfaction and effectiveness and importance. However, the importance measure provides support to certain criteria for measuring job satisfaction and for assessing school effectiveness and effectiveness of principals.

6. The most important criteria for assessing job satisfaction were perceived to be related to working relationships, staff performance, morale, and satisfaction, and the least important to social relationships and position. The most important criteria for assessing the effectiveness of junior high schools were perceived to be related to school goals, expectations, climate, morale, satisfaction, and achievement, and the least important to the non-parent community. The criteria perceived as most important for assessing the effectiveness of principals were related to decision-making, communication, expectations, and staff and the least important to the non-parent community.

7. Sense of accomplishment contributed statistically to the nature of job satisfaction of junior high school principals: this was supported by respondents' comments. First, it was found to be one of the work facets which most satisfied principals. Second, it was statistically the most important predictor of overall job satisfaction. Third, it was perceived as the greatest source of job satisfaction. In this study, the sense of accomplishment of junior high school principals was most strongly related to the variable "recognition by others."

8. An appropriate school climate was perceived to be central to the effectiveness of junior high schools. This includes a belief system which not only values academic achievement and creates high expectations, but also demands order and discipline so that students at this age can achieve both academically and socially. The contribution of school climate to school effectiveness supports the findings and conclusions in the literature.

9. Junior high schools were perceived to be most effective on the aspects related to student achievement, performance of students, and community, and least effective on the non-parent community, preparation of work by teachers, new methods and technology, and creativity. Principals saw themselves as most effective on the aspects related to leadership behavior and least effective in enlisting the support of the the non-parent community.

10. A discrepancy existed between the questionnaire data and the interview data regarding the best statistical predictor of effectiveness of principals. Providing feedback to staff, which statistically was the most important predictor of effectiveness of principals, was neither associated with those identified by the questionnaire respondents nor mentioned by the interview respondents as an indicator of effectiveness of principals. However, the existence of such a discrepancy emphasized the usefulness of having two different types of data to make comparisons.

11. Comparisons of school effectiveness data as perceived by Edmonton principals, teachers, and area superintendents showed differences in the perceptions of personnel with different involvements in junior high schools. The average ratings of school effectiveness by teachers were clearly lower than those of their principals. The ratings by area superintendents likewise tended to be slightly lower than those of principals but in some matters they were slightly higher than were the ratings by teachers.

Implications

Implications drawn from the findings of the study are reported in this sections under the headings of (a) theory and research, and (b) practice.

Theory and Research

Job satisfaction investigated in this study partly replicated the study by Gunn (1984). The present study examined job satisfaction of junior high school principals

in Alberta and its relationship with principals' perceptions of their school's effectiveness and their effectiveness as principals. The unique characteristics of junior high schools result in some major problems associated with student behavior, discipline, attitudes, and student academic achievement. These characteristics may have an impact on satisfaction of principals and teachers as well as their effectiveness, and eventually the effectiveness of their schools. Thus, further research is necessary to attempt to ascertain the effect on the performance of these school personnel and the effectiveness of junior high schools. Furthermore, this study has provided data which would allow comparisons with data already available for senior high school principals and their schools.

The criteria for judging the effectiveness of junior high schools as perceived by principals are in agreement with characteristics of effective schools as stated in educational research literature. Also, the comparison of data on the effectiveness of Edmonton junior high schools as perceived by the principals, teachers, and area superintendents yielded an interesting result. A similar study might well be conducted with a larger sample of respondents.

The level of overall job satisfaction of junior high school principals, their perceptions of overall school effectiveness, and overall effectiveness of principals were higher than expected especially in the situation when they were facing serious financial cutbacks which resulted in larger class-size, teacher layoffs, reduction in programs, and possible closure of certain schools. A similar study could be designed to investigate the effect of the critical situation on the principals' performance or their school effectiveness.

Findings from this study showed that sense of accomplishment as an administrator was the best predictor of overall job satisfaction as it had been in other studies of job satisfaction. In this study, an attempt was made to determine what this facet meant to the respondents. But because of its complex nature, especially in its

relationship to many other facets of satisfaction and effectiveness, the facet--sense of accomplishment--needs more investigation.

Junior high school principals appeared to be familiar with both rating scales and expectations. This was probably because of the rating system used in schools and the frequency of research conducted with it. Familarity with the rating scales used may lead to more realistic assessments.

This study was conducted at a particular time of the school year and, therefore, may not reflect conditions obtaining at other times. A longitudinal study is necessary so that job satisfaction and other research variables are measured at the beginning, in the middle, and at the end of the school year or continuously throughout the school year. Conditions obtaining at these three points may be different and this may affect perceptions of respondents and the relationships among research variables.

Practice

The study shows that the following job satisfaction facets were the best predictors of overall job satisfaction: sense of accomplishment as an administrator, opportunities for advancement as an administrator, and the principal's freedom to allocate teaching assignments. Another facet which was correlated most highly with sense of accomplishment was recognition by others. Thus, an improvement in these conditions should assist in increasing job satisfaction of junior high school principals.

Some of the sources of dissatisfaction identified in this study, such as decisions imposed by superordinates, bureaucracy, and excessive paperwork, require the understanding of superordinates. The job facets from which the principals gained least satisfaction, such as the salary, fringe benefits, and expectations of the school board, need attention from those concerned, who should undertake to eliminate or at least reduce the effect of such causes.

Several factors were identified in this study as inhibiting the effectiveness of the junior high school, such as poor qualities of the curriculum, limitations of the

school program, departmental regulations, and expectations and demands from superordinates. Additional factors inhibiting the effectiveness of principals, such as constraints from central office, lack of involvement and support from the superintendent, inappropriate recruitment of staff, and lack of training in administrative skills, should be taken into consideration. Effectiveness of junior high schools and principals might be enhanced by the elimination or reduction of what may be regarded as obstacles or barriers.

The understanding of the effect of selected organizational variables--such as size of school--and personal variables--such as age, years in present position, years of experience as principals, and years of post-secondary education on job satisfaction, school effectiveness, and effectiveness of principals--may be of use to those who are involved with selecting, training, supervising, and counselling principals.

The criteria used by principals for assessing the effectiveness of junior high schools and their effectiveness as principals may be helpful to those who are to evaluate these schools and their principals. Also, the information obtained from this study may be used to improve the effectiveness of junior high schools and their principals.

Concluding Comments

School effectiveness and school improvement have been a topic of continuing investigation. Under the assumption that improving principal effectiveness would contribute to improving school effectiveness, the role of principals has become increasingly important. This study has provided insights into the effectiveness of junior high school principals, particularly about aspects of satisfaction and dissatisfaction. Both satisfaction and effectiveness are common topics that are perceived to be of most importance in any organization. They may need attention not only in Alberta junior high schools but also those in other jurisdictions. At a time

when the effectiveness of schools and of their principals are being questioned publicly, there is a need to obtain opinions and information from principals on this topic.

When coupled with skilled observation of administrative practices, curriculum offerings and student achievement, the conclusions reached in this study should contribute further important dimensions to the bases of effectiveness of education at the junior high school level.

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APPENDICES

APPENDIX A

SCHEDULE FOR PRELIMINARY INTERVIEWS OF SUPERINTENDENTS, PRINCIPALS, AND TEACHERS

SCHEDULE FOR PRELIMINARY INTERVIEWS OF SUPERINTENDENTS, PRINCIPALS, AND TEACHERS

For Principals

1. What work aspects of a junior high school principal provide the most job satisfaction?

2. In prior research, some respondents have stated that "sense of accomplishment" is a source of job satisfaction. What do you understand by the term " sense of accomplishment," as it relates to a junior high school principal?

For All Respondents

3. What major criteria would you use to assess the effectiveness of a junior high school?

4. What factors most inhibit the effectiveness of a junior high school?

5. What major criteria would you use to judge the effectiveness of a junior high school principal?

6. What factors most inhibit the effectiveness of a junior high school principal?

7. How important is the junior high school principal's effectiveness for attaining overall school effectiveness?

APPENDIX B

QUESTIONNAIRES FOR PRINCIPALS, TEACHERS, AND AREA SUPERINTENDENTS

1

PERCEPTIONS OF PRINCIPALS OF SCHOOL EFFECTIVENESS, THEIR ROLE, AND THEIR JOB SATISFACTION

SCHOOL DATA

Please check (√) the appropriate answer.

Office Use Only

1. Which of the following best describes the setting of your school? (1) 1-5

   (1) rural ____ (3) city ____ 6

   (2) town ____ (4) other (please specify) _____

2. In which type of school system is your school located?

   (1) county ____ (3) separate school district ____ 7

   (2) public school district ____ (4) school division ____

3. What grades are in your school? (Please check all.)

   Grade 7 ____ Grade 8 ____ Grade 9 ____ Junior High Special Education ____ 8-15

4. How many students are enrolled in your junior high school in Grades 7-9? ____ 16-18

5. How many full-time equivalent certificated teachers are employed in your school? (Include the principal and deputy/assistant/vice-principals.) ____ 19-21

6. How many deputy/assistant/vice-principals are employed in your school? ____ 22

PERSONAL DATA

7. What is your sex? (1) female ____ (2) male ____ 23

8. What was your age on 1 January 1986?

   (1) under 30 ____ (4) 50-59 ____ 24

   (2) 30-39 ____ (5) 60 or older ____

   (3) 40-49 ____

9. To which position do you aspire in your long-term career plans? (Please check one.)

   (1) Principalship ____ 25

   (2) Assistant superintendent ____

   (3) Consultant or coordinator at the central office ____

   (4) Teaching position in a college or university ____

   (5) Superintendent/chief executive officer ____

   (6) Position in Department of Education ____

   (7) Other (please specify) _____

10. For how many years have you been in your present position? (Count the present year as a full year.) ____ 26-27

Office Use Only

11. How many years of experience as a principal did you have before attaining your present position? _____ 28-29

12. How many years of post-secondary education (as assessed for salary purposes) have you completed? _____ 30

OPINIONS

13.(a) Do you believe that principals should be given a term appointment, after which they may be given another term as principal if their performance has been satisfactory?

1. Yes _____ 2. No _____ 3. Undecided _____ 31

(b) If "Yes," how long do you believe that the term appointment should be? _____ years. 32-33

14. In your opinion, what is the desirable number of students in a junior high school (Grades 7-9) which would allow for breadth of program, flexibility, efficiency, and effective interaction among administrators, teachers, and students? _____ students. 34-37

15. In your opinion, what one aspect contributes most to junior high school principals' influence on goal achievement? _____ 38-39

ADMINISTRATIVE TASKS AND RESPONSIBILITIES

Please rate your level of involvement in each of the areas listed below, according to the following scale:

None	Low	Medium	High
1	2	3	4

Circle the selected number.

(a) Formal evaluation of teachers	1	2	3	4	40
(b) Informal developmental evaluation of teachers	1	2	3	4	41
(c) Hiring of teachers	1	2	3	4	42
(d) Development of curricula/programs	1	2	3	4	43
(e) Evaluation of instructional programs	1	2	3	4	44
(f) Management of instructional resources	1	2	3	4	45
(g) Management of non-instructional resources	1	2	3	4	46
(h) Development of school budget	1	2	3	4	47
(i) Management of school finances	1	2	3	4	48
(j) Operation of school building--physical aspects	1	2	3	4	49
(k) Supervision of student behavior	1	2	3	4	50
(l) Maintenance of student records	1	2	3	4	51
(m) Development of school-community relations	1	2	3	4	52
(n) Development of system-wide policies at the district/division/ county level	1	2	3	4	53

JOB SATISFACTION

Please assess the importance of each of the following work factors for job satisfaction of junior high school principals, using this scale:

Not Important	Slightly Important	Moderately Important	Extremely Important
N	S	M	E

Please also assess your degree of satisfaction with each work factor, using this scale:

Highly Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Moderately Satisfied	Highly Satisfied
1	2	3	4	5	6

Circle the selected letter and number.

Work Factor	Importance for Job Satisfaction	Your Satisfaction	Office Use Only
Working Conditions			
1. The way in which consultation between board and teachers concerning working conditions is conducted in the school system	N S M E	1 2 3 4 5 6	54,55
2. The salary the principal receives	N S M E	1 2 3 4 5 6	56,57
3. Fringe benefits under the contract	N S M E	1 2 3 4 5 6	58,59
4. Quality of custodial services in the school	N S M E	1 2 3 4 5 6	60,61
5. The number of hours the principal is required to work	N S M E	1 2 3 4 5 6	62,63
6. The principal's physical working conditions	N S M E	1 2 3 4 5 6	64,65
7. Availability of clerical staff to assist the principal	N S M E	1 2 3 4 5 6	66,67
Personnel-Related Matters			
8. The principal's working relationships with teachers	N S M E	1 2 3 4 5 6	68,69
9. The principal's social relationships with teachers	N S M E	1 2 3 4 5 6	70,71
10. The teaching competence of teachers	N S M E	1 2 3 4 5 6	72,73
11. The competence of teachers in handling professional duties external to their classrooms	N S M E	1 2 3 4 5 6	74,75 (2) 1-5
12. Attitudes of teachers toward ongoing professional improvement	N S M E	1 2 3 4 5 6	6,7
13. The help the principal gives teachers and students to succeed	N S M E	1 2 3 4 5 6	8,9
14. Attitudes of teachers toward change	N S M E	1 2 3 4 5 6	10,11
15. Satisfaction and morale of the staff	N S M E	1 2 3 4 5 6	12,13
Student-Related Matters			
16. The principal's relationships with students	N S M E	1 2 3 4 5 6	14,15
17. The attitudes of students toward education	N S M E	1 2 3 4 5 6	16,17
18. Satisfaction and morale of students	N S M E	1 2 3 4 5 6	18,19
19. Achievement of students	N S M E	1 2 3 4 5 6	20,21
Role-Related Matters			
20. The principal's freedom to change the school program	N S M E	1 2 3 4 5 6	22,23
21. The principal's freedom to allocate teaching assignments	N S M E	1 2 3 4 5 6	24,25
22. The principal's involvement in hiring teachers for the school	N S M E	1 2 3 4 5 6	26,27

Work Factor	Importance for Job Satisfaction	Your Satisfaction	Office Use Only
23. Authority associated with the principal's position	N S M E	1 2 3 4 5 6	28,29
24. The principal's involvement in budget preparation	N S M E	1 2 3 4 5 6	30,31
25. The principal's responsibility for formal teacher evaluation	N S M E	1 2 3 4 5 6	32,33
District-Related Matters			
26. The principal's relationship with the superintendent	N S M E	1 2 3 4 5 6	34,35
27. The principal's relationships with other central office staff	N S M E	1 2 3 4 5 6	36,37
28. The principal's involvement in decision making at the district/ division/ county level	N S M E	1 2 3 4 5 6	38,39
29. Availability of useful advice to assist the principal with problems	N S M E	1 2 3 4 5 6	40,41
30. Opportunities for useful in-service education for the principal	N S M E	1 2 3 4 5 6	42,43
31. Expectations of the school board for the principal	N S M E	1 2 3 4 5 6	44,45
32. The methods used to evaluate principals	N S M E	1 2 3 4 5 6	46,47
33. Attitudes of school board administrators toward teachers and administrators	N S M E	1 2 3 4 5 6	48,49
Occupation-Related Matters			
34. Attitudes of parents toward the school	N S M E	1 2 3 4 5 6	50,51
35. The principal's social position in the community	N S M E	1 2 3 4 5 6	52,53
36. Achievement of the principal's own professional objectives	N S M E	1 2 3 4 5 6	54,55
37. The principal's sense of accomplishment as an administrator	N S M E	1 2 3 4 5 6	56,57
38. Recognition by others of the principal's work	N S M E	1 2 3 4 5 6	58,59
39. The effect of the job on the principal's personal life	N S M E	1 2 3 4 5 6	60,61
40. Opportunities for advancement as an administrator	N S M E	1 2 3 4 5 6	62,63
41. Successful completion of projects and tasks	N S M E	1 2 3 4 5 6	64,65
Other Factors			
42. Other work factors contributing to job satisfaction or dissatisfaction that are not identified above (please specify)			
(a) _____	N S M E	1 2 3 4 5 6	
(b) _____	N S M E	1 2 3 4 5 6	
(c) _____	N S M E	1 2 3 4 5 6	
Overall Job Satisfaction			
43. Your overall feeling of satisfaction with your job	_____	1 2 3 4 5 6	66

SCHOOL EFFECTIVENESS

Please assess the importance of each of the following work factors for achieving school effectiveness in junior high schools, using this scale:

Not Important	Slightly Important	Moderately Important	Extremely Important
N	S	M	E

Please also assess the effectiveness of your school on each work factor, using this scale:

Highly Ineffective	Moderately Ineffective	Slightly Ineffective	Slightly Effective	Moderately Effective	Highly Effective
1	2	3	4	5	6

Circle the selected letter and number.

Work Factor	Importance for School Effectiveness	Effectiveness of Your School	Office Use Only (3) 1-5
1. Setting school goals	N S M E	1 2 3 4 5 6	6,7
2. Communicating school goals to students	N S M E	1 2 3 4 5 6	8,9
3. Maintaining high expectations of students	N S M E	1 2 3 4 5 6	10,11
4. Preparing students for the senior high school program	N S M E	1 2 3 4 5 6	12,13
5. Emphasizing academic subjects	N S M E	1 2 3 4 5 6	14,15
6. Encouraging academic success	N S M E	1 2 3 4 5 6	16,17
7. Frequently evaluating students according to defined standards	N S M E	1 2 3 4 5 6	18,19
8. Maximizing achievement in reading and writing	N S M E	1 2 3 4 5 6	20,21
9. Maximizing achievement in mathematics	N S M E	1 2 3 4 5 6	22,23
10. Maximizing development of important social skills	N S M E	1 2 3 4 5 6	24,25
11. Maximizing development of creativity	N S M E	1 2 3 4 5 6	26,27
12. Providing worthwhile extra-curricular activities	N S M E	1 2 3 4 5 6	28,29
13. Maximizing student satisfaction and morale	N S M E	1 2 3 4 5 6	30,31
14. Experiencing minimal deviant behavior among students	N S M E	1 2 3 4 5 6	32,33
15. Enforcing behavioral rules among students	N S M E	1 2 3 4 5 6	34,35
16. Maintaining an appropriate school climate	N S M E	1 2 3 4 5 6	36,37
17. Acknowledging the achievements of staff and students	N S M E	1 2 3 4 5 6	38,39
18. Maximizing the job satisfaction of individual staff members	N S M E	1 2 3 4 5 6	40,41
19. Maximizing the morale of the staff as a group	N S M E	1 2 3 4 5 6	42,43
20. Maintaining low turnover of staff	N S M E	1 2 3 4 5 6	44,45
21. Maintaining high expectations of staff	N S M E	1 2 3 4 5 6	46,47
22. Displaying staff commitment to the school	N S M E	1 2 3 4 5 6	48,49
23. Showing a high level of staff motivation	N S M E	1 2 3 4 5 6	50,51
24. Displaying staff cooperation and cohesion	N S M E	1 2 3 4 5 6	52,53
25. Discussing, planning, and preparing lessons and instructional materials collaboratively	N S M E	1 2 3 4 5 6	54,55
26. Constructively evaluating the work of teachers	N S M E	1 2 3 4 5 6	56,57

	Work Factor	Importance for School Effectiveness	Effectiveness of Your School	Office Use Only
27.	Keeping up-to-date with new methods and technology	N S M E	1 2 3 4 5 6	58,59
28.	Demonstrating thorough knowledge of subject matter	N S M E	1 2 3 4 5 6	60,61
29.	Using appropriate teaching methods	N S M E	1 2 3 4 5 6	62,63
30.	Making efficient use of staff time	N S M E	1 2 3 4 5 6	64,65
31.	Making efficient use of resources	N S M E	1 2 3 4 5 6	66,67
32.	Coping with emergencies and overloads of work	N S M E	1 2 3 4 5 6	68,69
33.	Taking advantage of staffing changes	N S M E	1 2 3 4 5 6	70,71
34.	Responding to changing community expectations	N S M E	1 2 3 4 5 6	72,73
35.	Maintaining communication with the community	N S M E	1 2 3 4 5 6	74,75 (4) 1-5
36.	Obtaining support from the community	N S M E	1 2 3 4 5 6	6,7
37.	Maximizing the satisfaction of parents	N S M E	1 2 3 4 5 6	8,9
38.	Maximizing the satisfaction of the non-parent community	N S M E	1 2 3 4 5 6	10,11
39.	Displaying leadership by the principal	N S M E	_____	12
40.	Other work factors contributing to school effectiveness that are not identified above (please specify)			
	(a) _____	N S M E	1 2 3 4 5 6	
	(b) _____	N S M E	1 2 3 4 5 6	
	(c) _____	N S M E	1 2 3 4 5 6	
41.	The overall effectiveness of your school	_____	1 2 3 4 5 6	13

42. Which factors most inhibit the effectiveness of junior high schools?

(a) _____

(b) _____

(c) _____

7

EFFECTIVENESS OF PRINCIPALS

Please assess the importance of each of the following work factors for the effectiveness of junior high school principals, using this scale:

Not Important	Slightly Important	Moderately Important	Extremely Important
N	S	M	E

Please also assess your effectiveness as a leader on each work factor, using this scale:

Highly Ineffective	Moderately Ineffective	Slightly Ineffective	Slightly Effective	Moderately Effective	Highly Effective
1	2	3	4	5	6

Circle the selected letter and number.

	Work Factor	Importance for Principals' Effectiveness	Your Effectiveness	Office Use Only
1.	Coordinating the development of school goals	N S M E	1 2 3 4 5 6	14,15
2.	Publicizing school goals	N S M E	1 2 3 4 5 6	16,17
3.	Promoting the achievement of school goals	N S M E	1 2 3 4 5 6	18,19
4.	Exercising instructional leadership	N S M E	1 2 3 4 5 6	20,21
5.	Making timely, appropriate and acceptable decisions	N S M E	1 2 3 4 5 6	22,23
6.	Improving the performance of staff	N S M E	1 2 3 4 5 6	24,25
7.	Evaluating staff members	N S M E	1 2 3 4 5 6	26,27
8.	Providing feedback to staff	N S M E	1 2 3 4 5 6	28,29
9.	Communicating with staff	N S M E	1 2 3 4 5 6	30,31
10.	Encouraging high expectations of students	N S M E	1 2 3 4 5 6	32,33
11.	Providing an appropriate work environment for students and staff	N S M E	1 2 3 4 5 6	34,35
12.	Promoting high expectations among staff members	N S M E	1 2 3 4 5 6	36,37
13.	Fostering high morale among staff and students	N S M E	1 2 3 4 5 6	38,39
14.	Communicating with students	N S M E	1 2 3 4 5 6	40,41
15.	Obtaining qualified staff	N S M E	1 2 3 4 5 6	42,43
16.	Allocating tasks appropriately among staff	N S M E	1 2 3 4 5 6	44,45
17.	Allocating resources	N S M E	1 2 3 4 5 6	46,47
18.	Coordinating and integrating the activities of staff groups/departments	N S M E	1 2 3 4 5 6	48,49
19.	Coping with uncertainty and conflict	N S M E	1 2 3 4 5 6	50,51
20.	Coping with emergencies and overloads of work	N S M E	1 2 3 4 5 6	52,53
21.	Fostering the professional growth of staff members	N S M E	1 2 3 4 5 6	54,55
22.	Exercising exemplary behaviour at school	N S M E	1 2 3 4 5 6	56,57
23.	Increasing the job satisfaction of staff members	N S M E	1 2 3 4 5 6	58,59
24.	Working with teachers to develop or change policies	N S M E	1 2 3 4 5 6	60,61
25.	Identifying community expectations	N S M E	1 2 3 4 5 6	62,63
26.	Adapting policies and procedures to respond to external changes and expectations	N S M E	1 2 3 4 5 6	64,65

8

	Work Factor	Importance for Principals' Effectiveness	Your Effectiveness	Office Use Only
27.	Communicating with community groups	N S M E	1 2 3 4 5 6	66,67
28.	Enlisting the support of parents	N S M E	1 2 3 4 5 6	68,69
29.	Enlisting the support of the non-parent community	N S M E	1 2 3 4 5 6	70,71
30.	Other work factors contributing to effectiveness of principals that are not identified above (please specify)			
	(a) _____	N S M E	1 2 3 4 5 6	
	(b) _____	N S M E	1 2 3 4 5 6	
	(c) _____	N S M E	1 2 3 4 5 6	
31.	Your overall effectiveness as a leader	_____	1 2 3 4 5 6	72

32. Which factors most inhibit the effectiveness of junior high school principals?

(a) _____

(b) _____

(c) _____

ADDITIONAL COMMENTS

Please add any comments that you wish to make on the topics of job satisfaction, school effectiveness, and principal effectiveness, as these relate to junior high schools. (Use reverse side if necessary.)

THANK YOU FOR YOUR COOPERATION

ASSESSMENTS BY TEACHERS OF THE EFFECTIVENESS OF JUNIOR HIGH SCHOOLS

Please assess the importance of each of the following work factors for achieving school effectiveness in junior high schools, using this scale:

Not Important	Slightly Important	Moderately Important	Extremely Important
N	S	M	E

Please also assess the effectiveness of your school on each work factor, using this scale:

Highly Ineffective	Moderately Ineffective	Slightly Ineffective	Slightly Effective	Moderately Effective	Highly Effective
1	2	3	4	5	6

Circle the selected letter and number.

	Work Factor	Importance for School Effectiveness	Effectiveness of Your School	Office Use Only (5) 1-5
1.	Setting school goals	N S M E	1 2 3 4 5 6	6,7
2.	Communicating school goals to students	N S M E	1 2 3 4 5 6	8,9
3.	Maintaining high expectations of students	N S M E	1 2 3 4 5 6	10,11
4.	Preparing students for the senior high school program	N S M E	1 2 3 4 5 6	12,13
5.	Emphasizing academic subjects	N S M E	1 2 3 4 5 6	14,15
6.	Encouraging academic success	N S M E	1 2 3 4 5 6	16,17
7.	Frequently evaluating students according to defined standards	N S M E	1 2 3 4 5 6	18,19
8.	Maximizing achievement in reading and writing	N S M E	1 2 3 4 5 6	20,21
9.	Maximizing achievement in mathematics	N S M E	1 2 3 4 5 6	22,23
10.	Maximizing development of important social skills	N S M E	1 2 3 4 5 6	24,25
11.	Maximizing development of creativity	N S M E	1 2 3 4 5 6	26,27
12.	Providing worthwhile extra-curricular activities	N S M E	1 2 3 4 5 6	28,29
13.	Maximizing student satisfaction and morale	N S M E	1 2 3 4 5 6	30,31
14.	Experiencing minimal deviant behavior among students	N S M E	1 2 3 4 5 6	32,33
15.	Enforcing behavioral rules among students	N S M E	1 2 3 4 5 6	34,35
16.	Maintaining an appropriate school climate	N S M E	1 2 3 4 5 6	36,37
17.	Acknowledging the achievements of staff and students	N S M E	1 2 3 4 5 6	38,39
18.	Maximizing the job satisfaction of individual staff members	N S M E	1 2 3 4 5 6	40,41
19.	Maximizing the morale of the staff as a group	N S M E	1 2 3 4 5 6	42,43
20.	Maintaining low turnover of staff	N S M E	1 2 3 4 5 6	44,45
21.	Maintaining high expectations of staff	N S M E	1 2 3 4 5 6	46,47
22.	Displaying staff commitment to the school	N S M E	1 2 3 4 5 6	48,49
23.	Showing a high level of staff motivation	N S M E	1 2 3 4 5 6	50,51
24.	Displaying staff cooperation and cohesion	N S M E	1 2 3 4 5 6	52,53
25.	Discussing, planning, and preparing lessons and instructional materials collaboratively	N S M E	1 2 3 4 5 6	54,55
26.	Constructively evaluating the work of teachers	N S M E	1 2 3 4 5 6	56,57

	Work Factor	Importance for School Effectiveness	Effectiveness of Your School	Office Use Only
27.	Keeping up-to-date with new methods and technology	N S M E	1 2 3 4 5 6	58,59
28.	Demonstrating thorough knowledge of subject matter	N S M E	1 2 3 4 5 6	60,61
29.	Using appropriate teaching methods	N S M E	1 2 3 4 5 6	62,63
30.	Making efficient use of staff time	N S M E	1 2 3 4 5 6	64,65
31.	Making efficient use of resources	N S M E	1 2 3 4 5 6	66,67
32.	Coping with emergencies and overloads of work	N S M E	1 2 3 4 5 6	68,69
33.	Taking advantage of staffing changes	N S M E	1 2 3 4 5 6	70,71
34.	Responding to changing community expectations	N S M E	1 2 3 4 5 6	72,73
35.	Maintaining communication with the community	N S M E	1 2 3 4 5 6	74,75 (6) 1-5
36.	Obtaining support from the community	N S M E	1 2 3 4 5 6	6,7
37.	Maximizing the satisfaction of parents	N S M E	1 2 3 4 5 6	8,9
38.	Maximizing the satisfaction of the non-parent community	N S M E	1 2 3 4 5 6	10,11
39.	Displaying leadership by the principal	N S M E	1 2 3 4 5 6	12,13
40.	Other work factors contributing to school effectiveness that are not identified above (please specify)			
	(a) _____	N S M E	1 2 3 4 5 6	
	(b) _____	N S M E	1 2 3 4 5 6	
	(c) _____	N S M E	1 2 3 4 5 6	
41.	The overall effectiveness of your school	_____	1 2 3 4 5 6	14

42. Which factors most inhibit the effectiveness of junior high schools?

(a) _____

(b) _____

(c) _____

ADDITIONAL COMMENTS
Please add any comments that you wish to make on the topic of effectiveness of junior high schools.
(Use reverse side if necessary.)

THANK YOU FOR YOUR COOPERATION

School Code #: 15-17

1

ASSESSMENTS BY AREA SUPERINTENDENTS OF THE EFFECTIVENESS OF SELECTED JUNIOR HIGH SCHOOLS

For each school listed, please assess its effectiveness on each of the following work factors, using this scale:

Highly Ineffective	Moderately Ineffective	Slightly Ineffective	Slightly Effective	Moderately Effective	Highly Effective
1	2	3	4	5	6

Circle the selected number.

School Effectiveness Work Factor	School Code #_____	School Code #_____	School Code #_____	School Code #_____	Office Use Only (7) 1-5 6-26
1. Setting school goals	123456	123456	123456	123456	27-33
2. Communicating school goals to students	123456	123456	123456	123456	34-40
3. Maintaining high expectations of students	123456	123456	123456	123456	41-47
4. Emphasizing academic subjects	123456	123456	123456	123456	48-54
5. Maximizing academic achievement	123456	123456	123456	123456	55-61
6. Providing worthwhile extra-curricular activities	123456	123456	123456	123456	62-68
7. Maximizing student satisfaction and morale	123456	123456	123456	123456	69-75
8. Maintaining an appropriate school climate	123456	123456	123456	123456	(8) 1-5 6-12
9. Acknowledging staff and student achievements	123456	123456	123456	123456	13-19
10. Maximizing the job satisfaction of individual staff members	123456	123456	123456	123456	20-26
11. Maintaining high expectations of staff	123456	123456	123456	123456	27-33
12. Displaying staff cooperation and cohesion	123456	123456	123456	123456	34-40
13. Keeping up-to-date with new methods and technology	123456	123456	123456	123456	41-47
14. Demonstrating thorough knowledge of subject matter	123456	123456	123456	123456	48-54
15. Using appropriate teaching methods	123456	123456	123456	123456	55-61
16. Taking advantage of staffing changes	123456	123456	123456	123456	62-68
17. Responding to changing community expectations	123456	123456	123456	123456	69-75
18. Obtaining support from the community	123456	123456	123456	123456	(9) 1-5 6-12
19. Maximizing the satisfaction of parents	123456	123456	123456	123456	13-19
20. Maximizing the satisfaction of the non-parent community	123456	123456	123456	123456	20-26
21. Other work factors contributing to school effectiveness that are not identified above (please specify)					
(a) _____	123456	123456	123456	123456	
(b) _____	123456	123456	123456	123456	
(c) _____	123456	123456	123456	123456	
22. Overall school effectiveness	123456	123456	123456	123456	27-33

For each school listed, please assess the effectiveness of the principal on the following factors:

	Principal Effectiveness Work Factor	School Code #_____	School Code #_____	School Code #_____	School Code #_____	Office Use Only
23.	Coordinating the development of school goals	123456	123456	123456	123456	34-40
24.	Publicizing school goals	123456	123456	123456	123456	41-47
25.	Exercising instructional leadership	123456	123456	123456	123456	48-54
26.	Improving the performance of staff	123456	123456	123456	123456	55-61
27.	Evaluating staff members	123456	123456	123456	123456	62-68
28.	Providing feedback to staff	123456	123456	123456	123456	69-75
29.	Providing an appropriate work environment for students and staff	123456	123456	123456	123456	(10) 1-5 6-12
30.	Obtaining qualified staff	123456	123456	123456	123456	13-19
31.	Allocating tasks appropriately among staff	123456	123456	123456	123456	20-26
32.	Allocating resources	123456	123456	123456	123456	27-33
33.	Enlisting the support of parents	123456	123456	123456	123456	34-40
34.	Enlisting the support of the non-parent community	123456	123456	123456	123456	41-47
35.	Other work factors contributing to effectiveness of principals that are not identified above (please specify)					
	(a) _____	123456	123456	123456	123456	
	(b) _____	123456	123456	123456	123456	
	(c) _____	123456	123456	123456	123456	
36.	Overall effectiveness as a leader	123456	123456	123456	123456	48-54

37. What are the three most important criteria for judging the effectiveness of a junior high school? Please list in order of importance, from 1 to 3.

1. _____

2. _____

3. _____

38. What are the three most important criteria for judging the effectiveness of a principal of a junior high school? Please list in order of importance, from 1 to 3.

1. _____

2. _____

3. _____

Office Use Only

39. How important is the principal's effectiveness for attaining overall effectiveness in junior high schools? Please circle one letter. 55

N	S	M	E
(Not Important)	(Slightly Important)	(Moderately Important)	(Extremely Important)

40. In your opinion, what one aspect contributes most to junior high school principals' influence on goal achievement? _____ 56-57

41. Which factors most inhibit the effectiveness of junior high schools?

(a) _____

(b) _____

(c) _____

42. In what major ways (if any) do the criteria of effectiveness differ among elementary, junior high, and senior high schools?

THANK YOU FOR YOUR COOPERATION

.....

Area Superintendent #: 58

School District #: 59

	School Code	School Code	School Code	School Code	Office Use Only
School Effectiveness Work Factor	#	#	#	#	(7) 1-5 6-26
Principal Effectiveness Work Factor	#	#	#	#	Office Use Only
School Effectiveness Work Factor	#	#	#	#	Office Use Only (7) 1-5 6-26
Principal Effectiveness Work Factor	#	#	#	#	Office Use Only
School Effectiveness Work Factor	#	#	#	#	Office Use Only (7) 1-5 6-26
Principal Effectiveness Work Factor	#	#	#	#	Office Use Only
School Effectiveness Work Factor	#	#	#	#	Office Use Only (7) 1-5 6-26
Principal Effectiveness Work Factor	#	#	#	#	Office Use Only
School Effectiveness Work Factor	#	#	#	#	Office Use Only (7) 1-5 6-26
Principal Effectiveness Work Factor	#	#	#	#	Office Use Only
School Effectiveness Work Factor	#	#	#	#	Office Use Only (7) 1-5 6-26
Principal Effectiveness Work Factor	#	#	#	#	Office Use Only

APPENDIX C

SCHEDULE FOR FINAL INTERVIEWS OF PRINCIPALS

Interview Schedule

Eighty-nine percent of the junior high school principals in Alberta completed the questionnaire, "Perceptions of Principals of School Effectiveness, their Role and their Job Satisfaction." Analysis of these responses led to the following questions, which are intended to provide further insight about the important issues of effectiveness and job satisfaction.

At the outset of this interview, I wish to assure you of anonymity and confidentiality of your responses. If any question is unclear, please ask me to rephrase it or to clarify its meaning or purpose.

---

1. What gives you the most satisfaction as a junior high school principal?

2. What gives you the most dissatisfaction as a junior high school principal?

3. In the questionnaire (and in prior research) some respondents stated that "sense of accomplishment" is an important source of job satisfaction.
   (a) As a junior high school principal, what does "sense of accomplishment" mean to you?
   (b) What aspects of your work contribute most to your sense of accomplishment?

4. The job facets that principals saw as <u>most important</u> for their satisfaction were:
   - Principals' working relationships with teachers;
   - The teaching competence of teachers;
   - Satisfaction and morale of staff.

   Of <u>least importance</u> for principals' satisfaction were:
   - Principals' social standing in the community;
   - Principals' social relationships with teachers.

   Are these ratings surprising? What explanations or observations do you have about them?

---

5. In your opinion, what is the prime indicator of the effectiveness of a junior high school?

6. An important aspect of school effectiveness to emerge from the questionnaire responses was "maintaining an appropriate school climate." What kind of climate do you consider to be "appropriate" for achieving effectiveness in a junior high school?

7. Principals' ratings of the <u>most important</u> criteria for judging school effectiveness were:
   - Setting school goals;
   - Maintaining high expectations of students.

   <u>Least important</u> were:
   - Maximizing non-parent satisfaction;
   - Maintaining low turnover of staff.

   Have you comments about these ratings?

8. What factor most inhibits the effectiveness of a junior high school?

9. What suggestions have you for improving the effectiveness of junior high schools?

---

10. In your opinion, what is the prime indicator of the effectiveness of a junior high school principal?

11. Principals rated the following as the most important criteria for judging the effectiveness of junior high school principals:
    - Making timely, appropriate and acceptable decisions;
    - Improving the performance of staff.

    Least important were:
    - Enlisting the support of the non-parent community;
    - Communicating with community groups.

    Do you have explanations for these ratings?

12. What factor most inhibits the effectiveness of principals of junior high schools?

13. What suggestions have you for improving the effectiveness of junior high school principals?

---

14. What relationship (if any) is there between:
    (a) Your job satisfaction and the effectiveness of your school?
    (b) Your job satisfaction and your effectiveness as a school principal?
    (c) Your effectiveness as a principal and the effectiveness of your school?

15. Are the job satisfaction of junior high school principals, school effectiveness, and/or the effectiveness of principals affected by:
    (a) School setting (city, town, rural)?
    (b) Size of school?
    (c) The principal's sex, age, career aspirations, and/or principalship experience?

APPENDIX D

CORRESPONDENCE:
REQUESTS FOR SUPPORT FROM SUPERINTENDENTS,
COVERING LETTERS TO PRINCIPALS AND TEACHERS,
QUESTIONNAIRE REPLY POSTCARDS,
FOLLOW-UP LETTERS TO PRINCIPALS,
AND REQUEST FOR FINAL INTERVIEW

6 October 1986

Dr./Mr.
Superintendent of Schools
County/Division/District of

Dear Dr./Mr.:

I am preparing to conduct research in elementary and junior high schools in Alberta in order to obtain information about the work of school principals and schools. This study is part of a research program I started some years ago which has focused mainly upon job satisfaction of teachers and principals. My recent research in this area has been published in Educational Administration Quarterly and The Canadian Administrator, which is an important indication of its scholarly calibre.

On this occasion, I wish to obtain from elementary and junior high school principals their perceptions about school effectiveness and their job satisfaction, effectiveness, influence and involvement in administrative tasks. In one respect, it will replicate my recent study of senior high school principals' perceptions. However, the proposed study will also pay special attention to the crucial matter of school effectiveness and its practical implications for schools in Alberta.

I will be assisted in this work by two graduate students in this Department, Mr. Neil Johnson and Mrs. Sriprapa Sroypan, who will use some of the data from this study for their doctoral dissertations.

The research plan will involve administration of questionnaires to a sample of school principals throughout Alberta. In your case, I plan to send questionnaires to principals of the following schools in early November:

Elementary School	Junior High School

Subsequently, we would like to interview some of these principals to obtain more detailed information about important issues arising from the questionnaire responses. At the conclusion of the study, a summary report of findings will be mailed to all principals who complete the questionnaire, as well as to their superintendents.

Although I understand that you require no formal application to conduct research of this kind in your jurisdiction, I thought it appropriate to inform you of my intentions, and I would be grateful if you would commend the proposed study to the principals concerned.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

19 August 1986

Dr./Mr.
Superintendent
Edmonton ..... School District

Dear Dr./Mr.

I am writing to request your permission to conduct a research project in your District in November 1986. The main purpose of this project is to further examine relationships between school effectiveness and job satisfaction, leader effectiveness, and bases of influence of principals in elementary and secondary schools.

The proposed study is an extension of a research program I started some years ago which has focused mainly upon job satisfaction of teachers and principals. To indicate the nature of this work, I have enclosed a copy of an article which has recently been published in Educational Administration Quarterly. Recognition by a refereed journal of this stature is an assurance that international scholars hold this program of research in high esteem.

On this occasion, I wish to examine effectiveness, satisfaction and influence of principals in the comparative settings of elementary and junior high schools. The crucial aspect of school effectiveness will be investigated in greater detail than previously, and practical as well as theoretical implications will be considered. As before, the research plan involves administration of questionnaires to a sample of school principals throughout Alberta and brief interviews with principals from approximately three elementary and three junior high schools in your District. In addition, I would like to personally interview your Area Superintendents, to have them rate the effectiveness of schools in their areas on several dimensions, and to ask teachers in the EPSB schools sampled to complete a questionnaire on school effectiveness. In total, approximately forty-five of your schools would be involved. Copies of all draft questionnaire instruments are enclosed for your perusal.

[To Edmonton Public School District: you may be interested in integrating perceptions about school effectiveness from this study with those that your District has obtained from teachers, students, central services personnel, parents, and other members of the community. From my point of view, this would add an extremely valuable dimension to the study. Of course, all the information would be treated as confidential, and a report of findings would be made available to you on completion of the study.

In accordance with formal requirements, I will also send this request in the usual way through our Office of Field Services, Faculty of Education. The research proposal has been approved by an Ethics Committee of the University of Alberta Faculty of Education, and I have been awarded a grant to conduct the research by that Faculty's Scholarships and Research Awards Committee.

I would be pleased to discuss this proposal with you and any of your colleagues.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

10 November 1986

Dr./Mr./Ms.
Principal
..... Junior High School

Dear Dr./Mr./Ms.:

I am writing to request your assistance in completing the enclosed questionnaire for principals. The purpose of the study is to learn more about principals' attitudes and their work in elementary and junior high schools in Alberta. The questions relate to your tasks and responsibilities, your job satisfaction, and your feelings about school effectiveness, your own effectiveness, and your influence.

This study is part of a continuing program of research. On this occasion, I am emphasizing school effectiveness, which is a topic of current interest to all principals. In the past, principals in Alberta have been very willing to help with this research and have expressed interest in the findings. I hope that you will likewise assist in this study.

To ensure that all responses remain anonymous, please take these steps: (1) complete the questionnaire for principals and return it in the enclosed stamped envelope, and (2) return the stamped addressed numbered postcard as a separate mail item. This will permit me to know that you have returned the questionnaire without knowing which questionnaire is yours.

I am being assisted in this work by two graduate students in this Department, Mr. Neil Johnson and Mrs. Sriprapa Sroypan, who will use some of the data from the study for their doctoral dissertations. Next March, Mrs. Sroypan will visit schools to interview a number of principals in order to obtain more detailed information about important issues arising from the questionnaire responses. If you are willing to help by being interviewed in your school, please record this on the numbered postcard enclosed.

At the conclusion of the study, a summary report will be mailed to all principals who complete the questionnaire.

Your cooperation in this study is greatly appreciated.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

10 November 1986

Dr./Mr./Ms.
Principal
..... Junior High School
Edmonton

Dear Dr./Mr./Mrs.:

I am writing to request your assistance in completing the enclosed questionnaire for principals. The purpose of the study is to learn more about principals' attitudes and their work in elementary and junior high schools in Alberta. The questions relate to your tasks and responsibilities, your job satisfaction, and your feelings about school effectiveness, your own effectiveness, and your influence.

This study is part of a continuing program of research. On this occasion, I am emphasizing school effectiveness, which is a topic of current interest to all principals. In the past, principals in Alberta have been very willing to help with this research and have expressed interest in the findings. I hope that you will likewise assist in this study.

The study pays special attention to the crucial matter of school effectiveness and, in this respect only, it also seeks the opinions of practising teachers in Edmonton Public and Edmonton Catholic School District schools. The Superintendents of both Districts have expressed their interest in, and support for, this aspect of the study. For this reason, I have enclosed copies of a school effectiveness questionnaire for completion by all educational staff members (other than yourself) at your school. Please distribute these questionnaires to the staff members and ask them to record their responses, seal their questionnaires in the envelopes provided (for the sake of their privacy), and return them to you for mailing. It is important that all teachers complete and return their questionnaires.

Please return your questionnaire together with all of the teachers' questionnaires in the enclosed stamped envelope. The questionnaires are identified only by a school code number, and all responses will be treated as strictly confidential.

I am being assisted in this work by two graduate students in this Department, Mr. Neil Johnson and Mrs. Sriprapa Sroypan, who will use some of the data from the study for their doctoral dissertations. Next March, Mr. Johnson and Mrs. Sroypan will visit schools to interview a number of principals in order to obtain more detailed information about important issues arising from the questionnaire responses. If you are willing to help by being interviewed in your school, please record this at the end of your questionnaire.

At the conclusion of the study, a summary report will be mailed to all principals who return completed questionnaires.

Your cooperation in this study is greatly appreciated.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

10 November 1986

Dear Teacher:

I am conducting a program of research on school effectiveness in Alberta and would be most grateful if you would complete the enclosed questionnaire. A major purpose of this study is to obtain teachers' attitudes about school effectiveness in elementary and junior high schools in the Edmonton Public and Edmonton Catholic School Districts.

This study has been endorsed by your Superintendent.

Would you please record your responses and, to ensure privacy, seal your questionnaire in the envelope provided, and then return it to your principal for mailing to me. Your principal will also be completing a questionnaire, and then will return all of the questionnaires in a preaddressed envelope. So that the findings from the study will accurately reflect teachers' perceptions, it is important that all teachers complete and return their questionnaires.

As I have stated to your principal, all responses will be treated as strictly confidential.

At the conclusion of the study, a summary report of the findings will be mailed to the principals who return completed questionnaires. I expect that principals will then share this report with their teachers.

Your cooperation in completing and returning the questionnaire to the principal is greatly appreciated.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

Respondent Number .....

Please check one of the following responses concerning the questionnaire on the role and satisfaction of school principals in Alberta.

- ☐ I have completed and mailed the questionnaire and card.
- ☐ I have completed and mailed the questionnaire but **not** the card.
- ☐ I did not receive the questionnaire.
- ☐ I have received the questionnaire and card and shall complete and mail the questionnaire.
- ☐ I shall not complete the questionnaire.

THANK YOU

Respondent Number .....

- ☐ I have completed and mailed the questionnaire on the role and satisfaction of school principals in Alberta.
- ☐ I am willing to be interviewed.

Please mail this card at the same time that you mail the completed questionnaire.

Thank you for your co-operation.

4 December 1986

Mr./Ms.
Principal
..... Junior High School

Dear Mr./Ms.:

On 10 November 1986 I mailed to you a questionnaire concerning satisfaction and effectiveness, together with a stamped return envelope and separate postcard. I have not yet received your postcard to indicate that you have completed the questionnaire.

If you have not already done so, I would be most grateful if you would take the time to complete and forward the questionnaire to me. A high rate of return will ensure that the data accurately reflect the work and attitudes of school principals in Alberta. It would help me also if you would complete the enclosed postcard and mail it separately.

Please inform me (432-5295) if you need another copy of the questionnaire and/or a return envelope.

Your assistance in this matter is greatly appreciated. As is my usual practice, copies of the final research report will be sent to all principals who complete the questionnaire.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

4 December 1986

Mr./Ms.
Principal
..... Junior High School
Edmonton

Dear Mr./Mrs.:

On 10 November 1986 I mailed to you a questionnaire for principals concerning satisfaction and effectiveness, together with questionnaires on school effectiveness for teachers. I have not yet received your completed questionnaires and am concerned that you may not have received them.

If you have not already done so, I would be most grateful if you would take the time to complete your questionnaire, to encourage the members of your staff to return their completed questionnaires to you, and then to forward all of them to me in the stamped envelope(s) provided.

If you have not received the questionnaires, I shall be happy to send new copies to you on request. A high rate of return will ensure that the data accurately reflect the work and attitudes of school principals and teachers in Alberta.

Please inform me (432-5295) if you need additional questionnaires and/or return envelopes.

Your assistance in this matter is greatly appreciated. As is my usual practice, copies of the final research report will be sent to all principals who return the completed questionnaires.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

15 April 1987

Dr./Mr./Ms.
Principal
.....Junior High School

Dear Dr./Mr./Ms.:

Late in 1986 you completed a questionnaire dealing with satisfaction of principals and the effectiveness of principals and schools. You indiated at that time that you would be willing to be interviewed on these topics. Incidentally, 89% of the principals who were approached returned completed questionnaires.

You have been selected as one of ten junior high school principals to be interviewed. This interview will allow for exploration of some of the findings from the questionnaire responses and thereby will provide further valuable insights. Either Mrs. Sriprapa Sroypan, my doctoral student, or I will telephone you in early May to arrange an appointment. About 45 minutes should be adequate.

I trust that you are still willing to be interviewed and that this will prove to be a mutually rewarding experience.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

APPENDIX E

ADDITIONAL TABLES

Table 5.1

Percentage Frequency Distributions of Principals' Levels of Satisfaction with Job Facets

Job Facet	Degree of Dissatisfaction			Degree of Satisfaction			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Satisfied	n	Mean
Working Conditions									
1. The way in which consultation between board and teachers concerning working conditions is conducted in the school system	4	9	13	21	37	17	75	82	4.3
2. The salary the principal receives	7	7	15	21	43	7	71	83	4.1
3. Fringe benefits under the contract	5	10	12	14	45	14	73	84	4.3
4. Quality of custodial services in the school	2	5	8	13	42	29	84	83	4.8
5. The number of hours the principal is required to work	1	10	8	16	46	19	81	83	4.5
6. The principal's physical working conditions	4	1	7	8	48	31	87	83	4.9
7. Availability of clerical staff to assist the principal	7	5	6	10	35	38	83	84	4.7
Personnel-Related Matters									
8. The principal's working relationships with teachers	–	–	-	6	36	58	100	83	5.5
9. The principal's social relationships with teachers	–	1	4	15	53	28	96	83	5.0
10. The teaching competence of teachers	1	–	4	10	61	24	95	83	5.0
11. The competence of teachers in handling professional duties external to their classrooms	1	1	5	16	60	17	93	82	4.8
12. Attitudes of teachers toward ongoing professional improvement	1	1	5	36	43	14	93	84	4.6
13. The help the principal gives teachers and students to succeed	1	–	2	17	61	19	97	84	4.9
14. Attitudes of teachers toward change	2	1	8	36	41	12	89	84	4.5
15. Satisfaction and morale of the staff	-	1	2	18	46	32	96	84	5.1

Table 5.1 (continued)

Percentage Frequency Distributions of Principals' Levels of Satisfaction with Job Facets

Job Facet	Degree of Dissatisfaction			Degree of Satisfaction			Percent[1] Satisfied	n	Mean
	High	Moderate	Slight	Slight	Moderate	High			
Student-Related Matters									
16. The principal's relationships with students	–	–	-	6	49	45	100	84	5.4
17. The attitudes of students toward education	–	1	7	33	49	10	92	83	4.6
18. Satisfaction and morale of students	–	–	1	18	58	23	99	83	5.0
19. Achievement of students	–	1	7	18	52	22	92	83	4.9
Role-Related Matters									
20. The principal's freedom to change the school program	2	2	7	25	45	18	88	84	4.6
21. The principal's freedom to allocate teaching assignments	1	–	2	10	29	58	97	83	5.4
22. The principal's involvement in hiring teachers for the school	8	4	10	16	24	39	79	83	4.6
23. Authority associated with the principal's position	1	–	6	13	43	37	93	84	5.1
24. The principal's involvement in budget preparation	2	2	8	12	42	33	87	84	4.9
25. The principal's responsibility for formal teacher evaluation	-	-	5	18	26	51	95	84	5.2
District-Related Matters									
26. The principal's relationship with the superintendent	1	4	4	11	37	44	92	84	5.1
27. The principal's relationships with other central office staff	-	2	2	11	44	41	96	84	5.2
28. The principal's involvement in decision making at the district/ division/county level	5	5	14	26	36	14	76	84	4.3
29. Availability of useful advice to assist the principal with problems	1	4	6	15	49	25	89	83	4.8

Table 5.1 (continued)

Percentage Frequency Distributions of Principals' Levels of Satisfaction with Job Facets

Job Facet	Degree of Dissatisfaction			Degree of Satisfaction			Percent[1] Satisfied	n	Mean
	High	Moderate	Slight	Slight	Moderate	High			
District-Related Matters (continued)									
30. Opportunities for useful in-service education for the principal	4	1	6	16	40	34	90	83	4.9
31. Expectations of the school board for the principal	5	2	10	18	40	25	83	83	4.6
32. The methods used to evaluate principals	4	4	8	25	30	29	84	83	4.6
33. Attitudes of school board administrators toward teachers and administrators	2	1	10	12	45	30	87	83	4.9
Occupation-Related Matters									
34. Attitudes of parents toward the school	1	1	-	19	43	36	98	84	5.1
35. The principal's social position in the community	1	1	2	18	49	28	95	82	5.0
36. Achievement of the principal's own professional objectives	1	–	-	16	57	26	99	84	5.1
37. The principal's sense of accomplishment as an administrator	–	1	5	5	56	33	94	84	5.2
38. Recognition by others of the principal's work	-	1	6	26	44	23	93	82	4.8
39. The effect of the job on the principal's personal life	1	6	12	23	35	23	81	83	4.5
40. Opportunities for advancement as an administrator	2	1	12	27	41	17	85	84	4.5
41. Successful completion of projects and tasks	–	1	-	19	52	27	98	84	5.0
Overall Job Satisfaction									
43. Your overall feeling of satisfaction with your job	–	2	1	11	49	36	96	83	5.2

Principals rated their levels of job satisfaction on each facet using a six-point scale from 1 ("Highly Dissatisfied") to 6 ("Highly Satisfied").

1. "Percent Satisfied" = total of Slightly, Moderately, and Highly Satisfied ratings

Table 5.8

Percentage Frequency Distribution of Principals' Perceptions of the Importance of Job Facets for Their Satisfaction

Job Facet	Importance				Percent[1] important	n	Mean
	None	Slight	Moderate	Extreme			
Working Conditions							
1. The way in which consultation between board and teachers concerning working conditions isconducted in the school system	1	5	40	54	94	82	3.5
2. The salary the principal receives	–	4	55	42	97	84	3.4
3. Fringe benefits under the contract	1	11	58	30	88	83	3.2
4. Quality of custodial services in the school	-	4	39	57	96	84	3.5
5. The number of hours the principal is required to work	5	12	37	46	83	84	3.3
6. The principal's physical working conditions	-	10	55	36	91	84	3.3
7. Availability of clerical staff to assist the principal	–	-	24	76	100	83	3.8
Personnel-Related Matters							
8. The principal's working relationships with teachers	–	–	2	98	100	84	4.0
9. The principal's social relationships with teachers	-	23	61	17	78	84	2.9
10. The teaching competence of teachers	–	–	2	98	100	84	4.0
11. The competence of teachers in handling professional duties external to their classrooms	–	-	33	68	101	83	3.7
12. Attitudes of teachers toward ongoing professional improvement	–	1	25	74	99	84	3.7
13. The help the principal gives teachers and students to succeed	–	-	13	87	100	84	3.9
14. Attitudes of teachers toward change	–	–	27	73	100	84	3.7
15. Satisfaction and morale of the staff	–	–	4	96	100	84	4.0
Student-Related Matters							
16. The principal's relationships with students	–	-	20	80	100	84	3.8

Table 5.8 (continued)

Percentage Frequency Distribution of Principals' Perceptions of the Importance of Job Facets for Their Satisfaction

Job Facet	Importance						
	None	Slight	Moderate	Extreme	Percent[1] Important	n	Mean
17. The attitudes of students toward education	–	-	17	83	100	84	3.8
18. Satisfaction and morale of students	–	-	16	85	101	84	3.9
19. Achievement of students	–	-	14	86	100	84	3.9
Role-Related Matters							
20. The principal's freedom to change the school program	1	2	41	56	97	84	3.5
21. The principal's freedom to allocate teaching assignments	–	-	18	82	100	84	3.8
22. The principal's involvement in hiring teachers for the school	–	4	18	79	97	84	3.8
23. Authority associated with the principal's position	-	1	43	56	99	84	3.6
24. The principal's involvement in budget preparation	-	8	43	49	92	84	3.4
25. The principal's responsibility for formal teacher evaluation	-	5	26	69	95	84	3.6
District-Related Matters							
26. The principal's relationship with the superintendent	1	10	36	54	90	84	3.4
27. The principal's relationships with other central office staff	1	6	52	41	93	84	3.3
28. The principal's involvement in decision making at the district/ division/county level	1	17	50	32	82	84	3.1
29. Availability of useful advice to assist the principal with problems	1	1	45	52	97	84	3.5
30. Opportunities for useful in-service education for the principal	–	1	42	57	99	84	3.6

Table 5.8 (continued)

Percentage Frequency Distribution of Principals' Perceptions of the Importance of Job Facets for Their Satisfaction

Job Facet	Importance						
	None	Slight	Moderate	Extreme	Percent[1] Important	n	Mean
District-Related Matters (continued)							
31. Expectations of the school board for the principal	-	4	39	57	96	84	3.5
32. The methods used to evaluate principals	–	8	36	56	92	84	3.5
33. Attitudes of school board administrators toward teachers and administrators	–	2	29	69	98	84	3.7
Occupation-Related Matters							
34. Attitudes of parents toward the school	–	–	16	85	101	84	3.9
35. The principal's social position in the community	6	18	62	14	76	84	2.9
36. Achievement of the principal's own professional objectives	–	-	41	60	101	84	3.6
37. The principal's sense of accomplishment as an administrator	–	–	16	85	101	84	3.9
38. Recognition by others of the principal's work	-	5	57	38	95	84	3.3
39. The effect of the job on the principal's personal life	–	4	36	61	97	84	3.6
40. Opportunities for advancement as an administrator	2	13	48	37	85	84	3.2
41. Successful completion of projects and tasks	–	2	32	66	98	84	3.6

Principals rated the importance of each facet on a four-point scale from 1 ("Not Important") to 4 ("Extremely Important").

1. "Percent Important" = total of Moderately and Extremely Important ratings

Table 6.1

Percentage Frequency Distributions of Principals' Perceptions of the Effectiveness of Their Schools

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n	Mean
1. Setting school goal	–	–	-	21	51	27	99	84	5.1
2. Communicating school goals to students	–	-	4	30	51	16	97	83	4.8
3. Maintaining high expectations of students	–	–	2	13	48	37	98	84	5.2
4. Preparing students for the senior high school program	-	–	-	12	57	31	100	84	5.2
5. Emphasizing academic subjects	–	–	–	16	44	41	101	84	5.3
6. Encouraging academic success	–	–	–	14	49	37	100	84	5.2
7. Frequently evaluating students according to defined standards	–	-	7	16	51	27	94	83	5.0
8. Maximizing achievement in reading and writing	–	–	6	23	52	19	94	84	4.9
9. Maximizing achievement in mathematics	–	-	4	21	54	22	97	83	4.9
10. Maximizing development of important social skills	–	–	1	20	60	19	99	84	5.0
11. Maximizing development of creativity	–	1	11	26	52	10	88	84	4.6
12. Providing worthwhile extra-curricular activities	–	–	1	8	45	45	98	84	5.4
13. Maximizing student satisfaction and morale	–	–	2	10	57	31	98	83	5.2
14. Experiencing minimal diviant behavior among students	-	2	1	13	61	22	96	82	5.0
15. Enforcing behavioral rules among students	-	-	–	11	53	36	100	83	5.3
16. Maintaining an appropriate school climate	–	–	2	5	42	51	98	84	5.4

Table 6.1 (continued)

Percentage Frequency Distributions of Principals' Perceptions of the Effectiveness of Their Schools

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n	Mean
17. Acknowledging the achievements of staff and students	–	–	2	13	55	30	98	84	5.1
18. Maximizing the job satisfaction of individual staff members	-	1	5	14	64	16	94	84	4.9
19. Maximizing the morale of the staff as a group	–	-	2	14	62	21	97	84	5.0
20. Maintaining low turnover of staff	–	-	2	17	43	38	98	84	5.2
21. Maintaining high expectations of staff	–	-	–	10	62	29	101	84	5.2
22. Displaying staff commitment to the school	–	1	1	14	54	30	98	84	5.1
23. Showing a high level of staff motivation	–	-	1	16	63	20	99	84	5.0
24. Displaying staff cooperation and cohesion	–	-	6	18	50	26	94	84	5.0
25. Discussing, planning, and preparing lessons and instructional materials collaboratively	-	4	5	24	46	21	91	84	4.8
26. Constructively evaluating the work of teachers	–	–	2	17	63	18	98	83	5.0
27. Keeping up-to-date with new methods and technology	–	-	6	21	64	8	93	84	4.8
28. Demonstrating thorough knowledge of subject matter	–	–	2	17	57	24	98	83	5.0
29. Using appropriate teaching methods	–	2	12	-	68	18	86	83	5.0
30. Making efficient use of staff time	–	–	2	13	69	16	98	84	5.0
31. Making efficient use of resources	–	–	4	16	66	16	98	84	4.9
32. Coping with emergencies and overloads of work	-	–	7	14	56	23	93	84	4.9

Table 6.1 (continued)

Percentage Frequency Distributions of Principals' Perceptions of the Effectiveness of Their Schools

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n	Mean
33. Taking advantage of staffing changes	-	1	1	13	59	26	98	82	5.1
34. Responding to changing community expectations	–	–	2	21	54	23	98	84	5.0
35. Maintaining communication with the community	–	1	4	8	48	39	95	84	5.2
36. Obtaining support from the community	-	1	1	15	40	43	98	82	5.2
37. Maximizing the satisfaction of parents	–	1	4	12	61	22	95	83	5.0
38. Maximizing the satisfaction of the non-parent community	–	6	5	38	44	6	88	81	4.4
39. The overall effectiveness of your school	–	–	-	7	64	29	100	84	5.2

1. "Percent Effective" = total of Slightly, Moderately, and Highly Effective ratings

Table 6.8

Percentage Frequency Distributions of Principals' Perceptions of the Importance of Criteria for Judging School Effectiveness

Criterion	Importance				Percent[1] Important	n	Mean
	None	Slight	Moderate	Extreme			
1. Setting school goals	–	–	13	87	100	84	3.9
2. Communicating school goals to students	–	2	27	70	97	84	3.7
3. Maintaining high expectations of students	–	–	7	93	100	84	3.9
4. Preparing students for the senior high school program	1	6	33	60	93	84	3.5
5. Emphasizing academic subjects	-	10	49	42	91	84	3.3
6. Encouraging academic success	–	1	26	73	99	84	3.7
7. Frequently evaluating students according to defined standards	1	5	36	58	94	83	3.5
8. Maximizing achievement in reading and writing	–	-	21	79	100	84	3.8
9. Maximizing achievement in mathematics	–	4	25	71	96	84	3.7
10. Maximizing development of important social skills	–	1	24	75	99	84	3.7
11. Maximizing development of creativity	–	2	36	62	98	84	3.6
12. Providing worthwhile extra-curricular activities	–	2	30	68	98	84	3.7
13. Maximizing student satisfaction and morale	–	–	11	89	100	83	3.9
14. Experiencing minimal deviant behavior among students	–	6	35	59	94	82	3.5
15. Enforcing behavioral rules among students	1	2	42	55	97	84	3.5
16. Maintaining an appropriate school climate	–	–	6	94	100	84	3.9

Table 6.8 (continued)

Percentage Frequency Distributions of Principals' Perceptions of the Importance of Criteria for Judging School Effectiveness

Criterion	Importance						
	None	Slight	Moderate	Extreme	Percent[1] Important	n	Mean
17. Acknowledging the achievements of staff and students	–	–	6	94	100	84	3.9
18. Maximizing the job satisfaction of individual staff members	–	-	11	89	100	84	3.9
19. Maximizing the morale of the staff as a group	–	–	5	95	100	84	3.9
20. Maintaining low turnover of staff	4	12	45	39	84	84	3.2
21. Maintaining high expectations of staff	–	–	10	91	101	84	3.9
22. Displaying staff commitment to the school	–	-	23	77	100	84	3.8
23. Showing a high level of staff motivation	–	–	26	74	100	84	3.7
24. Displaying staff cooperation and cohesion	–	1	17	82	99	84	3.8
25. Discussing, planning, and preparing lessons and instructional materials collaboratively	–	8	39	52	91	84	3.4
26. Constructively evaluating the work of teachers	–	1	26	73	99	84	3.7
27. Keeping up-to-date with new methods and technology	–	1	48	51	99	84	3.5
28. Demonstrating thorough knowledge of subject matter	–	7	29	64	93	84	3.6
29. Using appropriate teaching methods	–	–	15	86	101	83	3.9
30. Making efficient use of staff time	–	1	39	61	100	84	3.6
31. Making efficient use of resources	–	1	42	57	99	84	3.6
32. Coping with emergencies and overloads of work	–	5	46	49	95	84	3.4

Table 6.8 (continued)

Percentage Frequency Distributions of Principals' Perceptions of the Importance of Criteria for Judging School Effectiveness

Criterion	Importance				Percent[1] Important	n	Mean
	None	Slight	Moderate	Extreme			
33. Taking advantage of staffing changes	–	1	49	50	99	82	3.5
34. Responding to changing community expectations	–	2	46	51	97	84	3.5
35. Maintaining communication with the community	–	1	19	80	99	84	3.8
36. Obtaining support from the community	–	1	19	79	98	83	3.8
37. Maximizing the satisfaction of parents	–	1	28	71	99	83	3.7
38. Maximizing the satisfaction of the non-parent community	2	19	46	31	77	83	3.1
39. Displaying leadership by the principal	–	-	7	89	96	81	3.9

1. "Percent Important" = total of Moderately and Extremely Important ratings

Table 7.1

Percentage Frequency Distributions of Principals' Perceptions of Their Effectiveness as Leaders

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n	Mean
1. Coordinating the development of school goals	–	–	2	17	52	29	98	84	5.1
2. Publicizing school goals	–	–	5	25	50	20	95	84	4.9
3. Promoting the achievement of school goals	–	-	5	18	55	23	96	84	5.0
4. Exercising instructional leadership	–	-	-	23	56	21	100	84	5.0
5. Making timely, appropriate and acceptable decisions	–	–	2	7	51	40	98	83	5.3
6. Improving the performance of staff	–	–	1	16	70	13	99	83	5.0
7. Evaluating staff members	–	1	1	17	49	32	98	84	5.1
8. Providing feedback to staff	–	–	1	13	57	29	99	84	5.1
9. Communicating with staff	–	–	1	7	49	43	99	84	5.3
10. Encouraging high expectations of students	–	-	-	12	50	38	100	84	5.3
11. Providing an appropriate work environment for students and staff	–	1	2	10	51	36	97	84	5.2
12. Promoting high expectations among staff members	–	-	2	7	62	29	98	84	5.2
13. Fostering high morale among staff and students	–	-	4	14	49	33	96	84	5.1
14. Communicating with students	–	–	2	13	49	35	97	83	5.2
15. Obtaining qualified staff	2	1	2	22	40	33	95	83	4.9
16. Allocating tasks appropriately among staff	–	–	1	12	44	43	99	82	5.3
17. Allocating resources	–	–	4	10	54	33	97	83	5.2
18. Coordinating and integrating the activities of staff groups/ departments	–	-	5	15	60	21	96	83	5.0

Table 7.1 (continued)

Percentage Frequency Distributions of Principals' Perceptions of Their Effectiveness as Leaders

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n	Mean
19. Coping with uncertainty and conflict	–	–	-	16	52	32	100	84	5.2
20. Coping with emergencies and overloads of work	–	–	4	16	54	27	97	84	5.1
21. Fostering the professional growth of staff members	–	-	1	17	58	24	99	84	5.1
22. Exercising exemplary behaviour at school	–	–	–	10	46	44	100	84	5.4
23. Increasing the job satisfaction of staff members	–	1	1	19	57	21	97	84	5.0
24. Working with teachers to develop or change policies	-	1	5	13	50	31	94	84	5.1
25. Identifying community expectations	–	4	5	24	46	21	91	84	4.8
26. Adapting policies and procedures to respond to external changes and expectations	–	2	4	24	54	17	95	84	4.8
27. Communicating with community groups	–	2	6	29	41	22	92	83	4.7
28. Enlisting the support of parents	–	-	5	12	49	35	96	84	5.1
29. Enlisting the support of the non-parent community	-	7	10	42	29	12	83	82	4.3
31. Your overall effectiveness as a leader	–	–	–	6	74	21	101	83	5.2

1. "Percent Effective" = total of Slightly, Moderately, and Highly Effective ratings

Table 7.8

Percentage Frequency Distributions of Principals' Perceptions of the Importance of Criteria for Judging the Effectiveness of Principals

Criterion	Importance				Percent[1]		
	None	Slight	Moderate	Extreme	Important	n	Mean
1. Coordinating the development of school goals	–	-	19	81	100	84	3.8
2. Publicizing school goals	–	-	45	55	100	84	3.6
3. Promoting the achievement of school goals	–	2	20	77	97	84	3.8
4. Exercising instructional leadership	–	–	23	77	100	83	3.8
5. Making timely, appropriate and acceptable decisions	–	1	9	90	99	82	3.9
6. Improving the performance of staff	–	–	12	88	100	84	3.9
7. Evaluating staff members	–	5	26	69	95	84	3.6
8. Providing feedback to staff	–	–	14	86	100	84	3.9
9. Communicating with staff	–	–	6	94	100	84	3.9
10. Encouraging high expectations of students	–	–	10	91	101	84	3.9
11. Providing an appropriate work environment for students and staff	–	–	24	76	100	84	3.8
12. Promoting high expectations among staff members	–	-	12	88	100	84	3.9
13. Fostering high morale among staff and students	–	–	14	86	100	84	3.9
14. Communicating with students	–	–	21	80	101	83	3.8
15. Obtaining qualified staff	–	2	8	89	97	83	3.6
16. Allocating tasks appropriately among staff	–	2	23	75	98	84	3.7
17. Allocating resources	–	2	46	52	98	83	3.5
18. Coordinating and integrating the activities of staff groups/departments	–	2	45	52	97	84	3.5

Table 7.8 (continued)

Percentage Frequency Distributions of Principals' Perceptions of the Importance of Criteria for Judging the Effectiveness of Principals

Criterion	Importance				Percent[1] Important	n	Mean
	None	Slight	Moderate	Extreme			
19. Coping with uncertainty and conflict	–	-	33	67	100	84	3.7
20. Coping with emergencies and overloads of work	–	-	41	50	91	84	3.6
21. Fostering the professional growth of staff members	–	-	38	62	100	84	3.6
22. Exercising exemplary behaviour at school	–	1	31	68	99	84	3.7
23. Increasing the job satisfaction of staff members	–	2	23	75	98	84	3.7
24. Working with teachers to develop or change policies	–	1	38	61	99	84	3.6
25. Identifying community expectations	–	5	42	54	96	84	3.5
26. Adapting policies and procedures to respond to external changes and expectations	1	4	49	46	95	84	3.4
27. Communicating with community groups	–	12	48	40	88	82	3.3
28. Enlisting the support of parents	–	-	27	73	100	84	3.7
29. Enlisting the support of the non-parent community	2	16	60	22	82	82	3.0

1. "Percent Important" = total of Moderately and Extremely Important ratings

Table 9.1

Percentage Frequency Distributions of Edmonton Principals' Perceptions of Effectiveness of Their Schools

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n	Mean
1. Setting school goals	–	–	-	19	43	38	100	21	5.2
2. Communicating school goals to students	–	–	-	38	43	19	100	21	4.8
3. Maintaining high expectations of students	–	–	–	10	52	38	100	21	5.3
4. Preparing students for the senior high school program	–	–	-	5	52	43	100	21	5.4
5. Emphasizing academic subjects	–	–	–	24	43	33	100	21	5.1
6. Encouraging academic success	–	–	–	19	43	38	100	21	5.2
7. Frequently evaluating students according to defined standards	–	–	5	24	33	38	95	21	5.1
8. Maximizing achievement in reading and writing	–	–	5	29	48	19	96	21	4.8
9. Maximizing achievement in mathematics	–	–	10	10	62	19	91	21	4.9
10. Maximizing development of important social skills	–	–	5	14	76	5	95	21	4.8
11. Maximizing development of creativity	–	–	10	24	48	19	91	21	4.8
12. Providing worthwhile extra-curricular activities	–	–	5	5	62	29	96	21	5.1
13. Maximizing student satisfaction and morale	–	–	–	10	71	19	100	21	5.1
14. Experiencing minimal deviant behavior among students	–	5	-	10	71	14	95	21	4.9
15. Enforcing behavioral rules among students	–	–	–	15	55	30	100	20	5.2
16. Maintaining an appropriate school climate	–	–	5	-	48	48	96	21	5.4

Table 9.1 (continued)

Percentage Frequency Distribution of Edmonton Principals' Perceptions of Effectiveness of Their Schools

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n	Mean
17. Acknowledging the achievements of staff and students	–	–	–	24	57	19	100	21	5.0
18. Maximizing the job satisfaction of individual staff members	–	–	–	24	62	14	100	21	4.9
19. Maximizing the morale of the staff as a group	–	–	5	10	67	19	96	21	5.0
20. Maintaining low turnover of staff	–	–	5	5	43	48	96	21	5.3
21. Maintaining high expectations of staff	–	–	–	5	62	33	100	21	5.3
22. Displaying staff commitment to the school	–	–	–	14	62	24	100	21	5.1
23. Showing a high level of staff motivation	–	–	–	14	62	24	100	21	5.1
24. Displaying staff cooperation and cohesion	–	–	10	10	62	19	91	21	4.9
25. Discussing, planning, and preparing lessons and instructional materials collaboratively	–	–	14	14	57	14	85	21	4.7
26. Constructively evaluating the work of teachers	–	–	5	10	60	25	95	20	5.1
27. Keeping up-to-date with new methods and technology	–	–	–	5	10	86	101	21	4.8
28. Demonstrating thorough knowledge of subject matter	–	–	–	24	48	29	101	21	5.1
29. Using appropriate teaching methods	–	–	–	19	57	24	100	21	5.1
30. Making efficient use of staff time	–	–	–	10	62	29	101	21	5.2
31. Making efficient use of resources	–	–	5	14	71	10	95	21	4.9
32. Coping with emergencies and overloads of work	–	–	14	19	52	14	85	21	4.7

Table 9.1 (continued)

Percentage Frequency Distribution of Edmonton Principals' Perceptions of Effectiveness of Their Schools

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n	Mean
33. Taking advantage of staffing changes	–	–	–	-	65	35	100	21	5.4
34. Responding to changing community expectations	–	–	5	14	52	29	95	21	5.1
35. Maintaining communication with the community	–	–	–	10	52	38	100	21	5.3
36. Obtaining support from the community	–	–	-	19	29	52	100	21	5.3
37. Maximizing the satisfaction of parents	–	–	–	10	67	24	101	21	5.1
38. Maximizing the satisfaction of the non-parent community	–	5	5	57	24	10	91	21	4.3
39. The overall effectiveness of your school	–	–	–	10	67	24	101	21	5.1

1. "Percent Effective" = total of Slightly, Moderately, and Highly Effective ratings

Table 9.2

Percentage Frequency Distributions of Edmonton Area Superintendents' Perceptions of School Effectiveness

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n[2]	Mean
1. Setting school goals	–	-	9	23	46	23	92	22	4.8
2. Communicating school goals to students	–	–	9	9	50	32	91	22	5.0
3. Maintaining high expectations of students	–	-	5	9	73	14	96	22	5.0
4. Emphasizing academic subjects	–	-	5	9	68	18	95	22	5.0
5. Maximizing academic achievement	–	5	-	9	87	-	96	22	4.8
6. Providing worthwhile extra-curricular activities	–	–	5	9	55	32	96	22	5.1
7. Maximizing student satisfaction and morale	–	5	9	18	64	5	87	22	4.5
8. Maintaining an appropriate school climate	–	-	23	9	59	9	77	22	4.5
9. Acknowledging staff and student achievements	–	-	5	32	55	9	96	22	4.7
10. Maximizing the job satisfaction of individual staff members	–	5	9	27	55	5	87	22	4.5
11. Maintaining high expectations of staff	–	-	5	18	55	23	96	22	5.0
12. Displaying staff cooperation and cohesion	–	9	5	18	55	14	87	22	4.6
13. Keeping up-to-date with new methods and technology	–	-	14	24	52	10	86	21	4.6
14. Demonstrating thorough knowledge of subject matter	–	–	-	25	65	10	100	20	4.9
15. Using appropriate teaching methods	–	5	10	10	71	5	86	21	4.6
16. Taking advantage of staffing changes	-	–	5	14	29	52	95	21	5.3

Table 9.2 (continued)

Percentage Frequency Distributions of Edmonton Area Superintendents' Perceptions of School Effectiveness

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n[2]	Mean
17. Responding to changing community expectations	–	–	14	14	59	14	87	22	4.7
18. Obtaining support from the community	–	-	9	32	36	23	91	22	4.7
19. Maximizing the satisfaction of parents	–	-	5	27	50	18	95	22	4.8
20. Maximizing the satisfaction of the non-parent community	–	-	47	5	42	5	52	19	4.1
21. Overall school effectiveness	–	5	-	23	68	5	96	22	4.7

Area superintendents rated the effectiveness of schools for which they were responsible, using a six-point scale from1 ("Highly Ineffective") to 6 ("Highly Effective").
1. "Percent Effective" = total of Slightly, Moderately, and Highly Effective ratings
2. Nine area superintendents rated a total of 22 schools.

Table 9.3

Comparison of Means of School Effectiveness Perceptions of Edmonton Principals, Teachers, and Area Superintendents

Criterion	Means of Effectiveness Ratings[1]		
	Principals (n=21)	School Means of Teachers (n of schools=21)	Area Superintendents (n of schools=22]
1. Setting school goals	5.2	4.7	4.8
2. Communicating school goals to students	4.8	4.6	5.0
3. Maintaining high expectations of students	5.3	4.7	5.0
4. Preparing students for the senior high school program	5.4	4.9	–
5. Emphasizing academic subjects	5.1	4.9	5.0
6. Encouraging academic success	5.2	5.0	–
7. Frequently evaluating students according to defined standards	5.1	4.8	–
8. Maximizing achievement in reading and writing	4.8	4.7	)
9. Maximizing achievement in mathematics	4.9	4.9	)4.8)(Academic Ach't))
10. Maximizing development of important social skills	4.8	4.4	–
11. Maximizing development of creativity	4.8	4.1	–
12. Providing worthwhile extra-curricular activities	5.1	5.0	5.1
13. Maximizing student satisfaction and morale	5.1	4.7	4.5
14. Experiencing minimal deviant behavior among students	4.9	4.3	–
15. Enforcing behavioral rules among students	5.2	4.4	–

Table 9.3 (continued)

Comparison of Means of School Effectiveness Perceptions of Edmonton Principals, Teachers, and Area Superintendents

Criterion	Means of Effectiveness Ratings[1]		
	Principals (n=21)	School Means of Teachers (n of schools=21)	Area Superintendents (n of schools=22]
16. Maintaining an appropriate school climate	5.4	4.6	4.5
17. Acknowledging the achievements of staff and students	5.0	4.6	4.7
18. Maximizing the job satisfaction of individual staff members	4.9	4.2	4.5
19. Maximizing the morale of the staff as a group	5.0	4.1	–
20. Maintaining low turnover of staff	5.3	4.3	–
21. Maintaining high expectations of staff	5.3	4.7	5.0
22. Displaying staff commitment to the school	5.1	4.6	–
23. Showing a high level of staff motivation	5.1	4.5	–
24. Displaying staff cooperation and cohesion	4.9	4.5	4.6
25. Discussing, planning, and preparing lessons and instructional materials collaboratively	4.7	4.0	–
26. Constructively evaluating the work of teachers	5.1	4.4	–
27. Keeping up-to-date with new methods and technology	4.8	4.6	4.6
28. Demonstrating thorough knowledge of subject matter	5.1	5.0	4.9
29. Using appropriate teaching methods	5.1	4.9	4.6
30. Making efficient use of staff time	5.2	4.5	–

Table 9.3 (continued)

Comparison of Means of School Effectiveness Perceptions of Edmonton Principals, Teachers, and Area Superintendents

Criterion	Means of Effectiveness Ratings[1]		
	Principals (n=21)	School Means of Teachers (n of schools=21)	Area Superintendents (n of schools=22]
31. Making efficient use of resources	4.9	4.6	–
32. Coping with emergencies and overloads of work	4.7	4.3	–
33. Taking advantage of staffing changes	5.4	4.3	5.3
34. Responding to changing community expectations	5.1	4.6	4.7
35. Maintaining communication with the community	5.3	4.9	–
36. Obtaining support from the community	5.3	4.6	4.7
37. Maximizing the satisfaction of parents	5.1	4.8	4.8
38. Maximizing the satisfaction of the non-parent community	4.3	4.0	4.1
39. The overall effectiveness of the school	5.1	4.9	4.7

1. Means are based upon ratings on a six-point scale from 1 ("Highly Ineffective") to 6 ("Highly Effective").

Table 9.4

Percentage Frequency Distribution of Edmonton Principals' Perceptions of the Importance of Criteria for Judging School Effectiveness

Criterion	Importance						
	None	Slight	Moderate	Extreme	Percent[1] Important	n	Mean
1. Setting school goals	–	–	14	86	100	20	3.9
2. Communicating school goals to students	–	5	33	62	95	21	3.6
3. Maintaining high expectations of students	–	–	5	95	100	21	4.0
4. Preparing students for the senior high school program	–	5	19	76	95	21	3.7
5. Emphasizing academic subjects	–	10	52	38	90	21	3.3
6. Encouraging academic success	–	–	19	81	100	21	3.8
7. Frequently evaluating students according to defined standards	–	5	33	62	95	21	3.6
8. Maximizing achievement in reading and writing	–	–	29	71	100	21	3.7
9. Maximizing achievement in mathematics	–	–	33	67	100	21	3.7
10. Maximizing development of important social skills	–	–	29	71	100	21	3.7
11. Maximizing development of creativity	–	5	29	67	96	21	3.6
12. Providing worthwhile extra-curricular activities	–	–	33	67	100	21	3.7
13. Maximizing student satisfaction and morale	–	–	14	86	100	21	3.9
14. Experiencing minimal deviant behavior among students	–	5	33	62	95	21	3.6
15. Enforcing behavioral rules among students	–	–	33	67	100	21	3.7
16. Maintaining an appropriate school climate	–	–	5	95	100	21	4.0

Table 9.4 (continued)

Percentage Frequency Distribution of Edmonton Principals' Perceptions of the Importance of Criteria for Judging School Effectiveness

Criterion	Importance						
	None	Slight	Moderate	Extreme	Percent[1] Important	n	Mean
17. Acknowledging the achievements of staff and students	–	–	14	86	100	21	3.9
18. Maximizing the job satisfaction of individual staff members	–	–	10	91	101	21	3.9
19. Maximizing the morale of the staff as a group	–	–	10	91	101	21	3.9
20. Maintaining low turnover of staff	5	14	33	48	81	21	3.2
21. Maintaining high expectations of staff	–	–	14	86	100	21	3.9
22. Displaying staff commitment to the school	–	-	29	71	100	21	3.7
23. Showing a high level of staff motivation	–	–	33	67	100	21	3.7
24. Displaying staff cooperation and cohesion	–	–	19	81	100	21	3.8
25. Discussing, planning, and preparing lessons and instructional materials collaboratively	–	10	57	33	90	21	3.2
26. Constructively evaluating the work of teachers	–	5	24	71	95	21	3.7
27. Keeping up-to-date with new methods and technology	–	5	38	57	95	21	3.5
28. Demonstrating thorough knowledge of subject matter	–	10	24	67	91	21	3.6
29. Using appropriate teaching methods	–	–	14	86	100	21	3.9
30. Making efficient use of staff time	–	–	38	62	100	21	3.6
31. Making efficient use of resources	–	5	43	52	95	21	3.5
32. Coping with emergencies and overloads of work	–	10	48	43	91	21	3.3

Table 9.4 (continued)

Percentage Frequency Distribution of Edmonton Principals' Perceptions of the Importance of Criteria for Judging School Effectiveness

Criterion	Importance						
	None	Slight	Moderate	Extreme	Percent[1] Important	n	Mean
33. Taking advantage of staffing changes	–	-	50	50	100	20	3.5
34. Responding to changing community expectations	–	5	48	48	96	21	3.4
35. Maintaining communication with the community	–	–	24	76	100	21	3.8
36. Obtaining support from the community	–	5	29	67	96	21	3.6
37. Maximizing the satisfaction of parents	–	–	29	71	100	21	3.7
38. Maximizing the satisfaction of the non-parent community	-	29	43	29	72	21	3.0
39. Displaying leadership by the principal	–	–	15	85	100	20	3.9

1. "Percent Important" = total of Moderately and Extremely Important ratings

Table 9.6

Comparison of Edmonton Principals', Teachers', and Area Superintendents' Perceptions of the Importance of Criteria for Judging School Effectiveness

Criterion	Means of Importance Ratings[1]		%f of Mention by Area Superintendents (n=9)
	Principals (n=21)	School Means of Teachers (n of schools=21)	
1. Setting school goals	3.9	3.6	-
2. Communicating school goals to students	3.6	3.5	-
3. Maintaining high expectations of students	4.0	3.8	11
4. Preparing students for the senior high school program	3.7	3.5	-
5. Emphasizing academic subjects	3.3	3.4	-
6. Encouraging academic success	3.8	3.8	-
7. Frequently evaluating students according to defined standards	3.6	3.4	-
8. Maximizing achievement in reading and writing	3.7	3.7	)) 56)
9. Maximizing achievement in mathematics	3.7	3.6	))
10. Maximizing development of important social skills	3.7	3.5	-
11. Maximizing development of creativity	3.6	3.3	-
12. Providing worthwhile extra-curricular activities	3.7	3.4	-
13. Maximizing student satisfaction and morale	3.9	3.6	11
14. Experiencing minimal deviant behavior among students	3.6	3.6	-
15. Enforcing behavioral rules among students	3.7	3.7	-

Table 9.6 (continued)

Comparison of Edmonton Principals', Teachers', and Area Superintendents' Perceptions of the Importance of Criteria for Judging School Effectiveness

Criterion	Means of Importance Ratings[1]		%f of Mention by Area Superintendents (n=9)
	Principals (n=21)	School Means of Teachers (n of schools=21)	
16. Maintaining an appropriate school climate	4.0	3.8	33
17. Acknowledging the achievements of staff and students	3.9	3.6	-
18. Maximizing the job satisfaction of individual staff members	3.9	3.6	-
19. Maximizing the morale of the staff as a group	3.9	3.7	-
20. Maintaining low turnover of staff	3.2	3.0	-
21. Maintaining high expectations of staff	3.9	3.6	11
22. Displaying staff commitment to the school	3.7	3.5	-
23. Showing a high level of staff motivation	3.7	3.5	-
24. Displaying staff cooperation and cohesion	3.8	3.5	-
25. Discussing, planning, and preparing lessons and instructional materials collaboratively	3.2	3.0	-
26. Constructively evaluating the work of teachers	3.7	3.3	-
27. Keeping up-to-date with new methods and technology	3.5	3.4	-
28. Demonstrating thorough knowledge of subject matter	3.6	3.6	-
29. Using appropriate teaching methods	3.9	3.7	-
30. Making efficient use of staff time	3.6	3.5	-

Table 9.6 (continued)

Comparison of Edmonton Principals', Teachers', and Area Superintendents' Perceptions of the Importance of Criteria for Judging School Effectiveness

Criterion	Means of Importance Ratings[1]		%f of Mention by Area Superintendents (n=9)
	Principals (n=21)	School Means of Teachers (n of schools=21)	
31. Making efficient use of resources	3.5	3.5	-
32. Coping with emergencies and overloads of work	3.3	3.5	-
33. Taking advantage of staffing changes	3.5	3.2	-
34. Responding to changing community expectations	3.4	3.2	-
35. Maintaining communication with the community	3.8	3.4	-
36. Obtaining support from the community	3.6	3.3	44
37. Maximizing the satisfaction of parents	3.7	3.4	11
38. Maximizing the satisfaction of the non-parent community	3.0	2.9	-
39. Displaying leadership by the principal	3.9	3.8	-

1. Means are based upon ratings on a four-point scale from 1 ("Not Important") to 4 ("Extremely Important").

Table 9.7

Percentage Frequency Distribution of Edmonton Principals' Perceptions of Their Effectiveness as Leaders

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n	Mean
1. Coordinating the development of school goals	–	–	–	10	62	29	101	21	5.2
2. Publicizing school goals	–	–	-	10	62	29	101	21	5.2
3. Promoting the achievement of school goals	–	-	5	10	62	24	96	21	5.0
4. Exercising instructional leadership	–	–	–	14	62	24	100	21	5.1
5. Making timely, appropriate and acceptable decisions	–	–	5	-	48	48	96	21	5.4
6. Improving the performance of staff	–	–	–	5	70	25	100	20	5.2
7. Evaluating staff members	–	–	5	5	33	57	95	21	5.4
8. Providing feedback to staff	–	–	5	14	48	33	95	21	5.1
9. Communicating with staff	–	–	5	5	43	48	96	21	5.3
10. Encouraging high expectations of students	–	-	–	-	76	24	100	21	5.2
11. Providing an appropriate work environment for students and staff	–	-	–	-	57	43	100	21	5.4
12. Promoting high expectations among staff members	–	–	–	14	48	38	100	21	5.2
13. Fostering high morale among staff and students	–	–	5	10	62	24	96	21	5.0
14. Communicating with students	–	–	–	14	62	24	100	21	5.1
15. Obtaining qualified staff	–	5	-	10	38	48	96	21	5.2
16. Allocating tasks appropriately among staff	–	–	5	10	40	45	95	20	5.3
17. Allocating resources	–	–	5	5	43	48	96	21	5.3
18. Coordinating and integrating the activities of staff groups/departments	–	–	5	14	71	10	95	21	4.9

Table 9.7 (continued)

Percentage Frequency Distribution of Edmonton Principals' Perceptions of Their Effectiveness as Leaders

Criterion	Degree of Ineffectiveness			Degree of Effectiveness			Percent[1]		
	High	Moderate	Slight	Slight	Moderate	High	Effective	n	mean
19. Coping with uncertainty and conflict	–	–	-	10	71	19	100	21	5.1
20. Coping with emergencies and overloads of work	–	–	5	10	62	24	96	21	5.0
21. Fostering the professional growth of staff members	–	–	–	19	67	14	100	21	5.0
22. Exercising exemplary behaviour at school	–	–	–	5	38	57	100	21	5.5
23. Increasing the job satisfaction of staff members	–	5	–	10	52	33	95	21	5.1
24. Working with teachers to develop or change policies	–	–	5	5	67	24	96	21	5.1
25. Identifying community expectations	–	–	-	19	48	33	100	21	5.1
26. Adapting policies and procedures to respond to external changes and expectations	–	5	-	19	43	33	95	21	5.0
27. Communicating with community groups	–	–	-	43	43	14	100	21	4.7
28. Enlisting the support of parents	–	-	-	19	43	38	100	21	5.2
29. Enlisting the support of the non-parent community	-	10	19	33	33	5	71	21	4.0
31. Your overall effectiveness as a leader	–	–	–	10	67	24	101	21	5.1

1. "Percent Effective" = total of Slightly, Moderately, and Highly Effective ratings

Table 9.9

Comparison of Means of Perceptions of Edmonton Principals, Teachers, and Area Superintendents of the Effectiveness of Principals

Criterion	Means of Effectiveness Ratings		
	Principals (n= 21)	School Mean[1] of Teachers (n of schools=21)	Area Superintendents (n of schools=22)
1. Coordinating the development of school goals	5.2	–	4.8
2. Publicizing school goals	5.2	–	4.8
3. Promoting the achievement of school goals	5.0	–	–
4. Exercising instructional leadership	5.1	–	4.7
5. Making timely, appropriate and acceptable decisions	5.4	–	–
6. Improving the performance of staff	5.2	–	4.7
7. Evaluating staff members	5.4	–	4.8
8. Providing feedback to staff	5.1	–	4.8
9. Communicating with staff	5.3	–	–
10. Encouraging high expectations of students	5.2	–	–
11. Providing an appropriate work environment for students and staff	5.4	–	4.8
12. Promoting high expectations among staff members	5.2	–	–
13. Fostering high morale among staff and students	5.0	–	–
14. Communicating with students	5.1	–	–
15. Obtaining qualified staff	5.2	–	4.8
16. Allocating tasks appropriately among staff	5.3	–	4.9
17. Allocating resources	5.3	–	5.0

Table 9.9 (continued)

Comparison of Means of Perceptions of Edmonton Principals, Teachers, and Area Superintendents of the Effectiveness of Principals

Criterion	Means of Effectiveness Ratings		
	Principals (n=21)	School Mean[1] of Teachers (n of schools=21)	Area Superintendents (n of schools=22)
18. Coordinating and integrating the activities of staff groups/departments	4.9	–	–
19. Coping with uncertainty and conflict	5.1	–	–
20. Coping with emergencies and overloads of work	5.0	–	–
21. Fostering the professional growth of staff members	5.0	–	–
22. Exercising exemplary behaviour at school	5.5	–	–
23. Increasing the job satisfaction of staff members	5.1	–	–
24. Working with teachers to develop or change policies	5.1	–	–
25. Identifying community expectations	5.1	–	–
26. Adapting policies and procedures to respond to external changes and expectations	5.0	–	–
27. Communicating with community groups	4.7	–	–
28. Enlisting the support of parents	5.2	–	4.9
29. Enlisting the support of the non-parent community	4.0	–	4.2
31. Overall effectiveness as a leader	5.1	5.1	4.8

Means are based upon ratings on a six-point scale from 1 ("Highly Ineffective") to 6 ("Highly Effective").

1. Teachers were asked only for an overall rating of "Displaying leadership by the principal" in their schools. This item was included in the School Effectiveness instrument for teachers.

Table 9.10

Percentage Frequency Distribution of Edmonton Principals' Perceptions of the Importance of Criteria for Judging the Effectiveness of Principals

Criterion	Importance				Percent[1] Important	n	Mean
	None	Slight	Moderate	Extreme			
1. Coordinating the development of school goals	–	–	14	86	100	21	3.9
2. Publicizing school goals	–	–	43	57	100	21	3.6
3. Promoting the achievement of school goals	–	10	5	86	91	21	3.8
4. Exercising instructional leadership	–	-	38	62	100	21	3.6
5. Making timely, appropriate and acceptable decisions	–	5	10	86	96	21	3.8
6. Improving the performance of staff	–	–	19	81	100	21	3.8
7. Evaluating staff members	–	10	24	67	91	21	3.6
8. Providing feedback to staff	–	–	24	76	100	21	3.8
9. Communicating with staff	–	–	14	86	100	21	3.9
10. Encouraging high expectations of students	–	–	14	86	100	21	3.9
11. Providing an appropriate work environment for students and staff	–	–	29	71	100	21	3.7
12. Promoting high expectations among staff members	–	–	14	86	100	21	3.9
13. Fostering high morale among staff and students	–	–	24	76	100	21	3.8
14. Communicating with students	–	–	33	67	100	21	3.7
15. Obtaining qualified staff	–	10	5	86	91	21	3.8
16. Allocating tasks appropriately among staff	–	10	14	76	90	21	3.7
17. Allocating resources	–	–	33	67	100	21	3.7
18. Coordinating and integrating the activities of staff groups/departments	–	5	57	38	95	21	3.3

Table 9.10 (continued)

Percentage Frequency Distribution of Edmonton Principals' Perceptions of the Importance of Criteria for Judging the Effectiveness of Principals

Criterion	Importance						
	None	Slight	Moderate	Extreme	Percent[1] Important	n	Mean
19. Coping with uncertainty and conflict	–	–	33	67	100	21	3.7
20. Coping with emergencies and overloads of work	–	-	48	52	100	21	3.5
21. Fostering the professional growth of staff members	–	–	57	43	100	21	3.4
22. Exercising exemplary behaviour at school	–	5	24	71	95	21	3.7
23. Increasing the job satisfaction of staff members	–	5	29	67	96	21	3.6
24. Working with teachers to develop or change policies	–	–	38	62	100	21	3.6
25. Identifying community expectations	–	–	57	43	100	21	3.4
26. Adapting policies and procedures to respond to external changes and expectations	–	5	43	52	95	21	3.5
27. Communicating with community groups	–	14	43	43	86	21	3.3
28. Enlisting the support of parents	–	–	43	57	100	21	3.6
29. Enlisting the support of the non-parent community	–	30	45	25	70	20	3.0

1. "Percent Important" = total of Moderately and Extremely Important ratings

Table 9.12

Comparison of Edmonton Principals' and Area Superintendents' Perceptions of the Importance of Criteria for Judging the Effectiveness of Principals

Criterion	Means of Importance Ratings by Principals[1] (n=21)	%f of Mention by Area Superintendents (n=9)
1. Coordinating the development of school goals	3.9	-
2. Publicizing school goals	3.6	-
3. Promoting the achievement of school goals	3.8	22
4. Exercising instructional leadership	3.6	44
5. Making timely, appropriate and acceptable decisions	3.8	-
6. Improving the performance of staff	3.8	11
7. Evaluating staff members	3.6	-
8. Providing feedback to staff	3.8	-
9. Communicating with staff	3.9	-
10. Encouraging high expectations of students	3.9	-
11. Providing an appropriate work environment for students and staff	3.7	11
12. Promoting high expectations among staff members	3.9	-
13. Fostering high morale among staff and students	3.8	-
14. Communicating with students	3.7	-
15. Obtaining qualified staff	3.8	-
16. Allocating tasks appropriately among staff	3.7	-
17. Allocating resources	3.7	11
18. Coordinating and integrating the activities of staff groups/departments	3.3	-

Table 9.12 (continued)

Comparison of Edmonton Principals' and Area Superintendents' Perceptions of the Importance of Criteria for Judging the Effectiveness of Principals

	Criterion	Means of Importance Ratings by Principals[1] (n=21)	%f of Mention by Area Superintendents (n=9)
19.	Coping with uncertainty and conflict	3.7	-
20.	Coping with emergencies and overloads of work	3.5	-
21.	Fostering the professional growth of staff members	3.4	-
22.	Exercising exemplary behaviour at school	3.7	11
23.	Increasing the job satisfaction of staff members	3.6	-
24.	Working with teachers to develop or change policies	3.6	-
25.	Identifying community expectations	3.4	-
26.	Adapting policies and procedures to respond to external changes and expectations	3.5	-
27.	Communicating with community groups	3.3	-
28.	Enlisting the support of parents	3.6	11
29.	Enlisting the support of the non-parent community	3.0	-

Teachers were not asked to rate the importance of criteria for judging the effectiveness of principals.
1. Means are based upon ratings on a four-point scale from 1 ("Not Important") to 4 ("Extremely Important").

Table A

Pearson Correlation Coefficients Between Principals' Perceptions of Their Overall Job Satisfaction and Satisfaction with Individual Facets
(n = 83)

Variable No.	1	2	3	4	5	6	7	8	9	10
r	.252	.411	.316	.205	.304	.524	.224	.349	.345	.310
Variable No.	11	12	13	14	15	16	17	18	19	20
r	.309	.314	.462	.282	.191	.282	.089	.289	.161	.330
Variable No.	21	22	23	24	25	26	27	28	29	30
r	.630	.373	.430	.376	.315	.437	.458	.475	.461	.489
Variable No.	31	32	33	34	35	36	37	38	39	40
r	.501	.307	.517	.464	.353	.589	.614	.507	.404	.569
Variable No.	41									
r	.421									

Table B

Pearson Correlation Coefficients Between Principals' Perceptions of the Overall Effectiveness of Schools and Effectiveness on Individual Criteria
(n = 83)

Variable No.	1	2	3	4	5	6	7	8	9	10
r	.366	.401	.416	.326	.409	.438	.476	.397	.375	.343
Variable No.	11	12	13	14	15	16	17	18	19	20
r	.340	.244	.403	.342	.454	.569	.325	.312	.494	.354
Variable No.	21	22	23	24	25	26	27	28	29	30
r	.530	.370	.489	.509	.488	.440	.450	.319	.544	.430
Variable No.	31	32	33	34	35	36	37	38		
r	.552	.531	.266	.369	.319	.415	.426	.273		

Table C

Pearson Correlation Coefficients Between Principals' Perceptions of Their Overall Effectiveness and Effectiveness on Individual Criteria
(n = 83)

Variable No.	1	2	3	4	5	6	7	8	9	10
r	.366	.268	.333	.444	.546	.446	.361	.595	.586	.252
Variable No.	11	12	13	14	15	16	17	18	19	20
r	.394	.408	.516	.459	.204	.378	.335	.487	.434	.335
Variable No.	21	22	23	24	25	26	27	28	29	
r	.449	.331	.566	.408	.425	.361	.496	.377	.341	